

PREPUBLICATION COPY

GRADE

K

ReadyGEN 

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRadyGEN**. This web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection (Big Books), Units 4–6
- Reader’s and Writer’s Journal, Units 1–6
While you received Units 1–3 in previous deliveries, the enclosed Journal includes the complete set of all units in their final form.

Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 4–6
These will be replaced in June with the final versions.
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–6
This is the complete Teacher’s Guide of all six units.
- Scaffolded Strategies Handbook (*prepublication format*), Units 4–6
This will be replaced in June with the final version.

At this point you may wonder which materials to keep from prior deliveries. The followings materials can be replaced:

- The Reader’s and Writer’s Journal (Units 1–3) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in the earlier versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,

Sharon Vaughn

University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn

Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3)* and *Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with *ReadyGEN*, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 4

Learning About Each Other and the World



MODULE A	Common Core Lesson Launch	4–9
Lessons 1–13		10–139
Performance-Based Assessment (Narrative)		140–147

TEXT SET



ANCHOR TEXT
*I Love Saturdays
y domingos*



SUPPORTING TEXT
Apple Pie 4th of July



SLEUTH
“Two Talented Friends”
“The Spider Weaver”

MODULE B	Common Core Lesson Launch	152–157
Lessons 1–12		158–277
Performance-Based Assessment (Informative/Explanatory)		278–285

TEXT SET



ANCHOR TEXT
One Land, Many Cultures



SUPPORTING TEXT
Clothes in Many Cultures



SLEUTH
“The Spider Weaver”
“Fun with Marbles”

UNIT 4	Common Core Teacher Resources	
End-of-Unit Assessment		TR5–TR17
Routines		TR18–TR65
Graphic Organizers		TR66–TR80
Text Complexity Rubrics		TR81–TR84
Leveled Text Instructional Plans		TR87–TR96

Assessment

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

UNIT 4 • MODULE A Retell and Extend

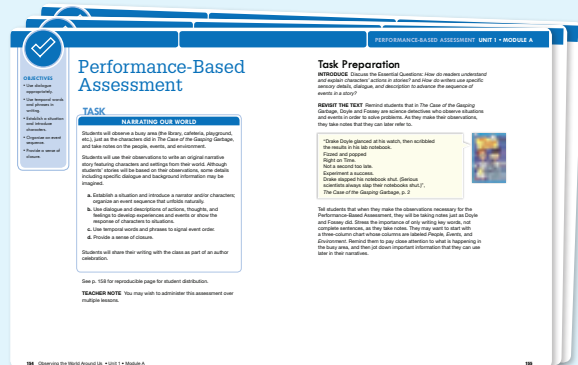
TASK: The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y Domingos* that reflects the unique cultural background of the girl's grandparents.

Children will imagine what happens next in the family experience.

UNIT 4 • MODULE B My Land, Our Land

TASK: Children will examine a world map and consider the lands that they learned about in this unit. They will choose a land that they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.

Children's work will be displayed on a world map with the information pages connected to the appropriate locations. This can be done on a bulletin board or digitally.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on children's mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Culture

Enduring Understandings

- **Readers** understand that books on the same topic have similar and different features.
- **Writers** understand that explanatory texts contain information to give readers an understanding of a topic.
- **Learners** will explore content to understand that learning about people's traditions helps us understand their culture.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** use a variety of texts to learn about a topic?

How do **writers** use information and experiences to compose text?

MODULE GOALS

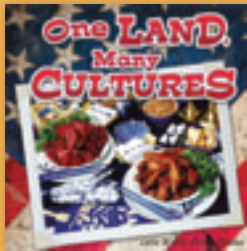
Readers will compare features of different texts on the same topic.

Writers will dictate, draw, and write about experiences from different cultures.

EXPLORE CONTENT **Learners** will explore content to understand what makes cultures unique and what makes them similar.

Text Set

ANCHOR TEXT



One Land, Many Cultures
Lexile 680L
Informational Text

SUPPORTING TEXT



Clothes in Many Cultures
Lexile 520L
Informational Text

SLEUTH



“The Spider Weaver”
“Fun with Marbles”



PERFORMANCE-BASED WRITING ASSESSMENT

MY LAND, OUR LAND

Children will examine a world map and consider the lands that they are learning about in this unit. They will choose a land they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.

TARGET STANDARDS



Common Core Learning Standard W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Vocabulary to Unlock Text

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in *ReadyGEN*.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

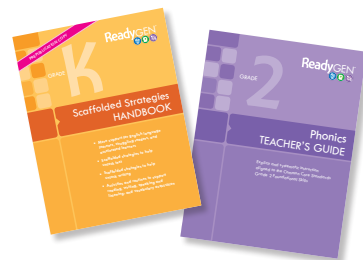
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



Learning About Each Other and the World

ANCHOR TEXT *One Land, Many Cultures*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
land	landing	country, home, nation	<i>Topics</i>
nations	national, international	countries, homelands, lands	<i>Big Ideas</i>
world	worldly, worldwide	earth, globe, planet	<i>Big Ideas</i>
celebrated	celebration	rite, custom, party	<i>Topic</i>
dish	disc, discuss, dishes	food, recipe, entrée, serving	<i>Topics</i>
piped up		spoke, answered, talked	<i>Topics</i>
overloaded		burdened, heaped, piled, strained	<i>Topics</i>
past		ago, before, once, since	<i>Big Ideas</i>
present		current, now, today	<i>Big Ideas</i>
cultures	multicultural	traditions, histories, communities, habits, ways of life	<i>Big Ideas</i>
immigrants	immigration, migrant	travelers, pioneers, settlers, colonists, newcomers	<i>Topics</i>
vegetable rolls			<i>Topics</i>
hummus		dip, chickpeas, paste	<i>Topics</i>
flatbread		pita, naan, loaf, bread	<i>Topics</i>
meat patties		hamburgers, meatballs	<i>Topics</i>
codfish fritters		fish fry	<i>Topics</i>
sauerkraut		kim chi, cabbage, cole slaw	<i>Topics</i>
empanadas		meat pie, calzone	<i>Topics</i>

Vocabulary to Unlock Text

SUPPORTING TEXT *Clothes in Many Cultures*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

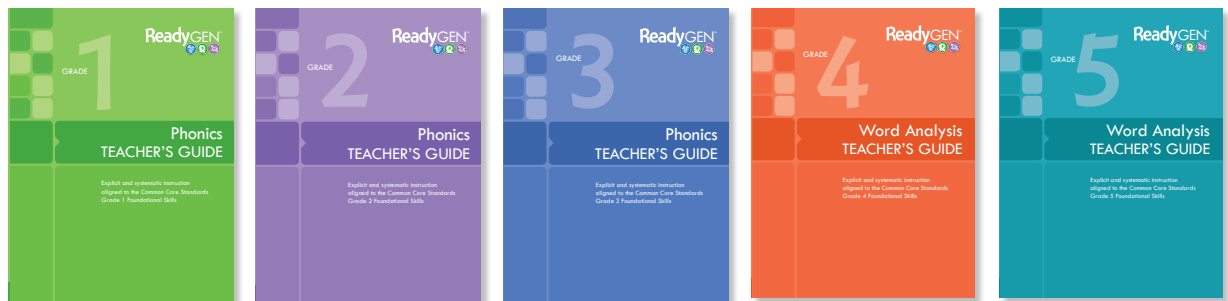
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
powwows		ceremonies, customs, meetings	<i>Topics</i>
ceremonies	ceremonial	customs, parties, rites	<i>Big Ideas</i>
parkas		coats, jackets	<i>Topics</i>
sarongs		skirts, fabric, saris,	<i>Topics</i>
business suits		jackets, ties, dress up	<i>Topics</i>
brides	bridal	newlyweds, women	<i>Topics</i>
grooms	bridegroom	newlyweds, men	<i>Topics</i>
wedding		ceremony, rite	<i>Topics</i>
kilts		plaids, skirts, wools	<i>Topics</i>
sturdy	sturdily, sturdiness	firm, healthy, strong	<i>Topics</i>
fancy	fanciful, fanciness, fantasy	dressed up, elegant, showy	<i>Topics</i>
ranchers	ranch, ranching	farmers, cattlemen, cowboys/girls, gauchos	<i>Topics</i>

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- Scaffolded Strategies Handbook

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Informative/Explanatory Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 158–167

READ Trade Book Read the entire book.

One Land, Many Cultures

READING FOCUS Learners understand that learning about people's traditions helps us understand their culture.

WRITING FOCUS Compare and contrast cultures.

LESSON 2

Teacher's Guide, pp. 168–177

READ Trade Book pp. 3–7

One Land, Many Cultures

READING FOCUS Readers understand that books on the same topic have similar and different features.

WRITING FOCUS Tell about a map.

LESSON 6

Teacher's Guide, pp. 208–217

READ Trade Book Picture Glossary

One Land, Many Cultures

READING FOCUS Writers understand that explanatory texts contain information to give readers an understanding of a topic.

WRITING FOCUS Tell an opinion.

LESSON 7

Teacher's Guide, pp. 218–227

READ Text Collection Read the entire book.

Clothes in Many Cultures

READING FOCUS Writers understand that explanatory texts contain information to give readers an understanding of a topic.

WRITING FOCUS Name a topic.

LESSON 11

Teacher's Guide, pp. 258–267

COMPARE

- *One Land, Many Cultures*
- *Clothes in Many Cultures*

READING FOCUS Readers understand that books on the same topic have similar and different features.

WRITING FOCUS Compare and contrast information.

LESSON 12

Teacher's Guide, pp. 268–277

REVIEW

- *One Land, Many Cultures*
- *Clothes in Many Cultures*

READING FOCUS Learners understand that learning about people's traditions helps us understand their culture.

WRITING FOCUS Tell facts.

Learning About Each Other and the World

LESSON 3

Teacher's Guide, pp. 178–187

READ Trade Book pp. 8–13

One Land, Many Cultures

READING FOCUS Writers understand that explanatory texts contain information to give readers an understanding of a topic.

WRITING FOCUS Name a topic.

LESSON 4

Teacher's Guide, pp. 188–197

READ Trade Book pp. 14–19

One Land, Many Cultures

READING FOCUS Learners understand that learning about people's traditions helps us understand their culture.

WRITING FOCUS Tell a fact.

LESSON 5

Teacher's Guide, pp. 16–19

READ Trade Book pp. 20–21

One Land, Many Cultures

READING FOCUS Writers understand that explanatory texts contain information to give readers an understanding of a topic.

WRITING FOCUS Research a Topic.

LESSON 8

Teacher's Guide, pp. 228–237

READ Text Collection pp. 33–39

Clothes in Many Cultures

READING FOCUS Readers understand that books on the same topic have similar and different features.

WRITING FOCUS Research a topic.

LESSON 9

Teacher's Guide, pp. 238–247

READ Text Collection pp. 40–43

Clothes in Many Cultures

READING FOCUS Writers understand that explanatory texts contain information to give readers an understanding of a topic.

WRITING FOCUS Tell information.

LESSON 10

Teacher's Guide, pp. 248–257

READ Text Collection pp. 44–51

Clothes in Many Cultures

READING FOCUS Writers understand that explanatory texts contain information to give readers an understanding of a topic.

WRITING FOCUS Revise to add information.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 278–285

TASK: MY LAND, OUR LAND

Children will examine a world map and consider the lands that they are learning about in this unit. They will choose a land they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.

Children will conduct short research about the land and through drawing, dictating, and writing will:

- name the land they are writing about
- supply information from the anchor text, the supporting text, and research

Children's work will be displayed on a world map with the information pages connected to the appropriate locations. This can be done on a bulletin board or digitally.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interest or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- What questions do you have about the characters, setting, or events?
- What key details can you use to retell the story?

CRAFT AND STRUCTURE

- Who are the author and illustrator of this text? What do they do?
- What questions do you have about unknown words?

INTEGRATION OF IDEAS

- What part of the story does the illustration show?
- How is a character's experiences similar and different to another character's experience?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What questions do you have about the information in the text?
- What is the main topic and key details?

CRAFT AND STRUCTURE

- What questions do you have about words you do not know?
- Who are the author and illustrator of this text? What do they do?

INTEGRATION OF IDEAS

- How do the illustrations or photographs help you understand the topic?
- How are two texts on the same topic similar and different?

See the Independent Reading Routine on pp. TR38–TR41.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

See the Text Club Routine on pp. TR42–TR45.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that books on the same topic have similar and different features*. As you build your Text Club library, consider using the texts below.

Two Eyes, a Nose, and a Mouth

by Roberta Grobel Intrater
Informational Text
Lexile 20L

Children Around the World

by Donata Montanari
Informational Text
Lexile 280L

Friends at School

by Rochelle Bunnett
Informational Text
Lexile 350L

This Is the Way We Go to School

by Edith Baer
Informational Text
Lexile 360L

Kindergarten Kids

by Ellen Senisi
Informational Text
Lexile 500L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that books on the same topic have similar and different features.

CENTER TASKS

- Have partners each read a different book about the same topic. Then have them discuss how their books have similar and different features.
- Have children read an independent reading book and share the features of in the book with a partner. Tell them to discuss if their independent reading books have similar or different features.
- Have children read an independent reading book and identify the different ways information is presented. Then have them think of other ways information on the same topic could be presented in another book.
- Have children discuss with a partner why there are many books written about the same topic.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that explanatory texts contain information to give readers an understanding of a topic.

CENTER TASKS

- Have children read an independent reading book and identify the topic. Have them dictate or write a list of information from the book that helps them better understand the topic.
- Have partners discuss why people read explanatory texts.
- After children finish reading an independent reading book, have them share what information they learned about the topic and any questions they still have.
- Have children dictate or write a list of topics they would like to learn more about. Then provide books on one of the topics and tell children to identify the information the book provides that tells about the topic.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Readers understand that books on the same topic have similar and different features.

CENTER TASKS

- Have children create a list of words or phrases that can be used to show how texts are similar and different. Provide a word for each, such as *alike* and *not alike*, to get children started.
- Have children create a list of features that informational texts can have, such as *photographs, illustrations, charts, diagrams, and captions*. Tell them to look in informational texts to find other features. Then ask children to tell what each kind of feature is and how readers can use it to learn information about a topic.
- Have children use an informational independent reading book to find different kinds of features, such as photographs, illustrations, charts, or descriptions. Have children draw and dictate or write to explain what those features are and how those features can tell information about a topic.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that learning about people's traditions helps us understand their culture.

CENTER TASKS

- Have children research a culture they would like to know more about. Have them begin their research by dictating or writing questions and then finding answers to their questions.
- Have children use a dictionary to find the precise definitions of *tradition* and *culture*. Tell them to use the definitions to discuss learning about traditions helps them learn about cultures.
- Have children dictate or write to tell about their family's traditions and how those traditions tell about their culture. Then have partners share their writing. Explain that sharing about our own cultures is a way to teach others about a new and different culture.

LESSON

1

LESSON 1 OBJECTIVE

Identify the main topic and key details in an informational text.  **RI.K.2**


READING OBJECTIVES

Ask and answer questions about the key details in a text.

 **RI.K.1**

Engage in group reading activities.

 **RI.K.10**

 See Text Complexity Rubrics on pp. TR81–TR84.



Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *One Land, Many Cultures* and work through the lesson: *Learners understand that learning about people's traditions helps us understand their culture.*

LESSON 1 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce the book *One Land, Many Cultures* to children. Display the front cover. Point to the title as you read it aloud. Discuss the illustration on the front cover. Ask children what they think they will learn about in this text. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read *One Land, Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on what the book is about. Discuss the questions below with children.

- What is one kind of food that you learned about in the book?
- What did the narrator learn about Colombia?
- What questions do you have?

Have children use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the main idea and details in the book. Use the following questions to lead the discussion.

- **What do the children have to do to solve the new math problem?** (Each child brings one dish from his or her culture. The children count the number of dishes.) **Key Ideas and Details**
- **What is the answer to the math problem?** (25 different types of food) **Key Ideas and Details**
- **How do the pictures help you understand the text?** (The text tells about different kinds of foods. The pictures show what the foods look like.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** The narrator says Fatima's peanut soup is *homemade*. What two small words do you see in the word *homemade*? (home, made) How can you use those words to help you figure out the meaning of *homemade*? (I know what *home* and *made* mean, so I can figure out that *homemade* means "made at home.")
- **What is this book all about?** (all the places that the children in a neighborhood come from and the different foods from their cultures) **Key Ideas and Details**
- **How does learning about different foods help us understand other cultures?** (Foods are an important part of a culture, so learning about a culture's foods helps us understand the culture.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


GLOSSARY WORDS Children may not understand why some words in the text are in boldfaced type. Explain that the author put these words in dark type to let readers know that the words appear in a glossary at the back of the book. Tell children that a glossary lists the words and their meanings. Show them the glossary on pp. 22–23.

STRATEGIC SUPPORT

VOCABULARY To help children understand the significance of our country's name, point out that its full name is the United States of America. The phrase *United States* tells that the nation is made up of 50 separate states that are united, or joined together. The phrase *of America* tells where most of the states are located: on the continent of North America.

READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RI.K.4**

Use words acquired from texts.  **L.K.6**

Identify the main topic and key details in a text.  **RI.K.2**

BENCHMARK VOCABULARY

- land, p. 3
- nations, p. 20

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures* with the words *land* and *nations*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *land*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *nations*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 213 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Have small groups of children discuss the text on p. 18. Guide the discussion with the **Small Group Discussion Routine** on pp. TR26–TR29. You may wish to provide a model through a think aloud, such as the following: *The text says that twenty-five dishes overloaded the table. This helps me imagine a table full of different kinds of foods.* Then have the groups draw pictures of what they think the children's celebration looks like, using details from the text and pictures.

Have groups share and talk about how the pictures provide additional details to the description in the text.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Which of the foods discussed in the book do you think sounds most interesting? Why? Say your opinion.* (Possible response: I think peanut soup sounds most interesting. I wonder how they make soup out of peanuts.)

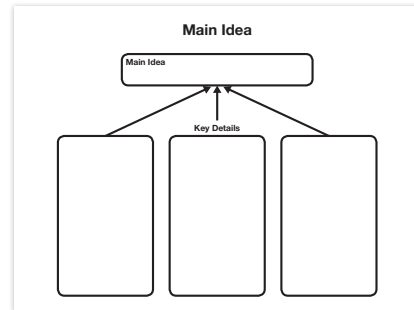


See **Routines** on pp. TR18–TR65.

Reading Analysis

MAIN TOPIC AND KEY DETAILS Remind children that the main topic, or main idea, of an informational text is what the text is mostly about. Key details tell more about the main topic. These details can be found in the words and pictures of the text.

CITE TEXT EVIDENCE Display the cover and p. 3 of *One Land, Many Cultures*. Have children discuss the main topic of the book. Ask them to draw or write the main topic in the *Main Idea* box at the top of a Main Idea graphic organizer.



Display pp. 4–9 and read the text aloud. Use the following questions to help children identify key details that support the main topic. Have them draw or write the details in the first *Key Details* box.


- What is the main topic of the book?
- What key details in the words tell more about the main topic?
- What key details in the pictures tell more about the main topic?

Independent Reading Practice

READING ANALYSIS: MAIN TOPIC AND KEY DETAILS Have children work in pairs to identify more key details in the book that tell about the main topic. Have them draw or write their ideas in the other *Key Details* boxes.


WRITING IN RESPONSE TO READING Display the cover of *One Land, Many Cultures*. [The children learn about foods from many cultures. Do you think foods are a good way to learn about other cultures?](#) Have children dictate or write their opinion and a key detail from the text that supports their opinion on p. 217 in their *Reader's and Writer's Journal*.



 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.


INDEPENDENT

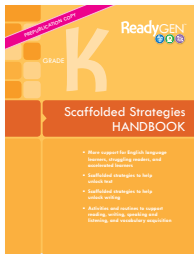
Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Identify the main topic and key details in a text.  **RI.K.2**

Ask and answer questions about key details in a text.  **RI.K.1**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the main topic and key details in the book,

then...use the Reading Analysis lesson in small group to help them complete the main idea chart.

If...children need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Display a completed main idea chart for pp. 3–9 of *One Land, Many Cultures*. Read aloud the main topic and key details on the chart. Model how to find another key detail that supports the main topic on pp. 10–11. Read aloud the text. **This page tells about a child who brings hummus and flatbread to school. Those foods are from Egypt. That's an example of another culture in the United States.** Help children identify more details on pp. 12–21.

CLOSE READING WORKSHOP

REVISIT *One Land, Many Cultures* Read p. 6 of *One Land, Many Cultures*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about what the children in this class are like? (Possible responses: They work together. They try to help the new boy. They are kind. They are helpful.)
- 2 Do you think the new boy appreciates the help his classmates give him? Use details from the words and picture to support your opinion. (Possible response: Yes, I think he appreciates their help because they make him feel welcome and because he is smiling in the picture.)
- 3 Think of one question about this part of the book to ask a partner. Remember that you can use the words and picture in the book to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the main topic and key details in a text,

then...extend the Reading Analysis lesson by having them identify the main topic and key details in an informational text from the classroom library.

READING ANALYSIS

Provide pairs of children with familiar informational texts from the classroom library. Let each pair choose a book. Have partners review the book together and then summarize the main topic and some of the key details by drawing or writing on a main idea chart. Remind children to consider the following questions as they review the book.

- What is the main topic of the book? (Responses will vary.)
- What key details in the words tell more about the main topic? (Responses will vary.)
- What key details in the pictures tell more about the main topic? (Responses will vary.)

WRITING OBJECTIVES

Discuss how writers compare and contrast information in an informative/explanatory text.



Write letters for sounds to spell simple words.



Writing

Informative/Explanatory Writing

COMPARE AND CONTRAST

TEACH Explain to children that when writing an informative/explanatory text, a writer sometimes compares and contrasts two people, animals, places, events, or ideas. When writers **compare**, they tell how the two things are alike, or the same. When writers **contrast**, they tell how the two things are different, or not the same.

For example, a writer might compare grapes and apples by explaining that they are both fruits. She is telling one way that grapes and apples are alike, or the same. The writer might contrast grapes and apples by explaining that apples grow on trees and grapes grow on vines. She is telling one way that apples and grapes are different, or not the same.

Writers compare and contrast to help readers see connections between people, animals, places, events, or ideas. Writers also compare and contrast to organize the details they provide in an informational text. Comparing and contrasting make it easier for readers to understand and remember the information they read.

- What details does the writer provide that you can use to compare and contrast the children in the classroom?
- What details in the text can you use to compare and contrast the foods from the children's cultures?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

MODEL Through the discussion, help children understand that the writer provides information that can be used to compare and contrast. Display p. 4, read aloud the first sentence, and demonstrate how to compare and contrast using the details:

In my neighborhood, in New York City, I have friends from many different places.

The narrator's friends all live in the same neighborhood. They come from different places.

Display p. 18, read aloud the first two sentences, and explain how you can compare and contrast using these details:

When we brought our different foods to school, twenty-five dishes overloaded the table! We had wontons, pierogis, empanadas, hummus, and so much more!

All of the children bring foods to school. The foods they bring are all different.

Explain to children that writers often compare and contrast in an informative text or offer information that readers can compare and contrast. Tell children that when they write their own informative texts, one way they can compare and contrast is to tell how pieces of information in a text they have read are similar or different. Another way they can compare and contrast is to tell how details in the text are similar to or different from details in their own lives.


CONVENTIONS Spelling

TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *can*. Have children repeat the word after you. Then segment the sounds in the word as you write *c*, *a*, *n* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 215 in their *Reader's and Writer's Journal*.

APPLY Have children listen as you say the word *rim*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *top*. Then have partners check each other's spelling.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Write an informative/explanatory text to compare and contrast two cultures.



Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to compare and contrast when they write. Remind them that when they compare, they tell how things are alike, and when they contrast, they tell how things are different. Show children what they can do when they are asked to compare and contrast in their writing.

- **Find the Topic**—Explain to children that sometimes a writing prompt will tell them exactly what they are supposed to compare and contrast. For example, they might be asked to compare and contrast winter and summer. Other times the writing prompt will tell them to choose. For example, they might be asked to compare and contrast two plants. Then children will need to choose the specific topic for their writing. Model how to choose a topic for the class writing. Choose two familiar plants, such as carrots and potatoes, and write the names of the plants on the board.
- **Look for Similarities**—Once children know what two things they are comparing and contrasting, they need to brainstorm similarities and differences. Suggest that they start with similarities. Model how to identify similarities between the two plants. *Carrots and potatoes are both vegetables. They both grow underground.* Write the similarities on the board. Then have children identify other similarities between the two plants. Write their ideas in a list on the board.
- **Look for Differences**—Explain that next, children need to brainstorm differences. Model how to identify differences between the two plants. *Carrots can be eaten raw or cooked. Potatoes are eaten cooked.* Write the differences in a separate list on the board. Then have children identify other differences between the two plants. Write their ideas on the board.

Choose at least two similarities and two differences that children offer and write them as complete sentences to make a compare-and-contrast paragraph. Read the paragraph aloud. Discuss with children what the details tell them about carrots and potatoes.

Explain to children that comparing and contrasting are ways that writers provide information and help readers make connections in informative texts.



Independent Writing Practice

FORMATIVE ASSESSMENT Ask children to choose one page from *One Land, Many Cultures* that tells about a food or foods from one culture. Have children read that page closely.

LOOK FOR SIMILARITIES Ask children to think about how the culture on their chosen page is similar to their own culture.

LOOK FOR DIFFERENCES Ask children to think about how the culture on their chosen page is different from their own culture.

WRITE Have children draw and write to explain how that culture is similar to or different from their own culture. Tell children to sound out words that are difficult to spell.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

COMPARE AND CONTRAST Children may not be familiar with the concepts of comparing and contrasting. Help them associate *compare* with *alike* and *contrast* with *different*. Display pictures of two foods. **Compare these foods. How are they alike?** **Contrast these foods. How are they different?** Repeat with other pairs of pictures of foods, asking children the same questions each time.

STRATEGIC SUPPORT

USE A VENN DIAGRAM For children who struggle to think of similarities and differences, show them how to use a Venn diagram. Display pictures of two foods and together think of similarities to write in the middle section and differences to write in the outer sections. Suggest that children use a Venn diagram as they plan their writing.

LESSON 2
OBJECTIVE

Identify and describe text features. 

READING
OBJECTIVES

Ask and answer questions about key details in a text.

 RI.K.1

Engage in group reading activities.

 RI.K.10

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *One Land, Many Cultures* and work through the lesson: *Readers understand that books on the same topic have similar and different features.*


LESSON 2
FIRST READ

Explore the Text

ENGAGE CHILDREN Display the front cover of *One Land, Many Cultures*. Have children identify the main topic of the book and tell one key detail they recall from the text. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** Read pp. 3–7 of *One Land, Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the features of the text. Discuss the questions below with children.

- Where does the narrator live?
- What details does the narrator tell about the new boy in his class?
- What questions do you have?

Have children use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 2
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details in the text and graphics. Use the following questions to lead the discussion.

- **Look at the front cover. What is the title of this book?** (*One Land, Many Cultures*) **Look at the title page. Who is the author of this book?** (Maureen Picard Robins) **What does the author of a book do?** (writes the words in the book) **Craft and Structure**
- **Who is telling the information in this text?** (a child who lives in New York City and goes to a school with children from many different countries) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **The narrator mentions his neighborhood. We know that a *neighbor* is someone who lives near us. What do you think the word *neighborhood* means?** (the area where we and our neighbors live) **What else can you do to find out what *neighborhood* means?** (look it up in the glossary)
- **Display page 3. Listen to this sentence: “The United States is one land but we have many cultures.” How does the photograph on this page support the words?** (It shows people who all live in the United States wearing clothes from many different cultures.) **Integration of Knowledge and Ideas**
- **Think about what you know about informational texts. How can you tell that this book is an informational text?** (It tells information about a topic. It has photographs and maps with labels.) **Craft and Structure**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


PLACE NAMES Help children understand the place names the narrator uses on p. 4. Point to each name and read it aloud. Then point to the capital letters. Explain to children that place names are always capitalized, just like people’s names are always capitalized. Note that all three words in *New York City* are capitalized.


STRATEGIC SUPPORT

SAME NAMES Explain to children that the name of a language is often the same as the name of the people who speak the language. People from Spain are called Spanish. The language they speak is called Spanish. People from England are called English. The language they speak is called English. Also, the words *Spanish* and *English* can be used as adjectives, as in *English history* or *Spanish food*. Explain that only context can tell readers how the words are being used.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

Identify and describe text features. 

BENCHMARK VOCABULARY

- world, p. 5

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *One Land, Many Cultures*, pp. 3–7, with the word *world*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *world*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meaning of the selected word on p. 213 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE As a class, go back to the book to ask and answer questions about the text and graphics on pp. 3–7. Use the **Whole Class Discussion Routine** on pp. TR22–TR25. You may wish to provide a model through a think aloud, such as the following: *The text on page 3 says that the United States has many cultures, but it does not tell what those cultures are. What are some different cultures in the United States?*

Model how to find an answer to your question using text evidence: *The text on page 4 says that the narrator has friends from China, Morocco, Colombia, Mexico, Jamaica, Egypt, and Poland. These are some of the cultures in the United States.*

After the whole group has asked and answered questions, review the strategies children used to confirm their understanding.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think it would be fun to go to school in a different country? Say your opinion.* (Possible responses: Yes, because I could see new places and meet new people. No, because I wouldn't want to leave this school and my friends here behind.)



See **Routines** on pp. TR18–TR65.

Language Analysis

RECOGNIZE TEXT FEATURES Remind children that a book has certain features. For example, a book always has a front cover and a back cover. A book usually has a title page. A book may have pictures as well as words. An informational text will likely have graphics such as maps and labels.

CITE TEXT EVIDENCE Display *One Land, Many Cultures* and ask children to identify the front cover, back cover, title page, and graphics on pp. 3–7. Write these text features in the left column of a T-Chart graphic organizer labeled *Text Feature* and *Purpose*. Use the following questions to help children discuss how we use these text features.

- What does the front cover tell us? What does the back cover tell us?
- What information does the title page give us?
- How do the photographs help us?
- What information do the maps and labels give us?

T-Chart

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Independent Reading Practice

LANGUAGE ANALYSIS: RECOGNIZE TEXT FEATURES Have children work in pairs to fill in the *Purpose* column of the T-Chart with information about how each text feature is used.

WRITING IN RESPONSE TO READING Have children review the information in the T-Chart. *Which text feature helped you understand the book's topic best?* Have children dictate or write their opinion and a key detail from the text that supports their opinion on p. 217 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.


INDEPENDENT


Reading Wrap-Up

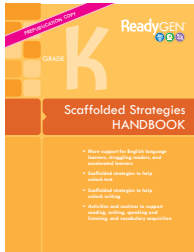


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Identify and describe text features.  RI.K.5

Build fluency through oral reading.  RF.K.4



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify text features and their purposes, **then...**use the Language Analysis lesson in small group to help them complete the T-Chart.

LANGUAGE ANALYSIS

Read aloud the first text feature in the first column of the T-Chart. Model how to identify the information on the front cover of the book. **The front cover tells me the title of the book, *One Land, Many Cultures*. The title and the photograph on the front cover tell me what the book is about.** Write your ideas in the *Purpose* column of the chart. Continue with each of the other text features, asking children what they see and how they can use this information.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 219–220)

ORAL READING

Distribute *I Can Read Reader 22* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “A Gift for Gus.” Review the irregularly spelled words *what*, *to*, *they*, *are*, and *is*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- **How old is Gus?** (six years old)
- **What does Gus like to do?** (tug on rags, drag sticks, dig up plants)
- **Underline the title of the story.**
- **Put a check mark on each thing Gus likes to do.**

EXTENSIONS

MONITOR PROGRESS

If...children can identify text features and their purposes,
then...extend the Language Analysis lesson by having children look for and discuss features in other informational texts.

LANGUAGE ANALYSIS

Pair children and give each pair a familiar informational text from the classroom library. Ask partners to identify text features in the book, beginning with the front cover, back cover, and title page. Have them draw or write each text feature and then dictate or write the answers to the following questions.

- What is this text feature?
- What information can we find in this text feature?
- How does this text feature help us when we read the book?

You may wish to have children draw and write their answers on a graphic organizer like the one used earlier. Ask pairs to share their information with the class.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 219–220)


ORAL READING


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- How old is Gus? (six years old)
- What does Gus like to do? (tug on rags, drag sticks, dig up plants)
- Underline the title of the story.
- Put a check mark on each thing Gus likes to do.



WRITING OBJECTIVES

Discuss maps and how writers use maps to supply information.  W.K.2

Print sentences using knowledge of uppercase and lowercase letters.  L.K.1.a

Writing

Informative/Explanatory Writing

TELL ABOUT A MAP

TEACH Display a map of your community. Explain to children that this is a map of your community. A **map** is a drawing that shows where things are located. The map is drawn as though someone were up in the sky looking down on the community. Point out the location of your school. Point to and read the names of the surrounding streets. Point out the locations of other buildings and places that children might recognize, such as the library or a park. Identify any rivers, mountains, or other geographic features shown on the map.

Point out other features of the map, such as the key. Explain that a key is a list of the symbols, or little pictures, used to identify things on the map. For example, a tree might be the symbol for a park, or a capital *P* might be the symbol for a parking lot. By using little pictures to stand for these things, a mapmaker can put a lot more information on the map.

Tell children that writers of informative texts, such as *One Land, Many Cultures*, often use graphics, such as maps, to tell information about their topics.

- What information does the writer give on the map on page 5?
- What information does the writer give on the map on page 7?
- Why did the writer include the maps in the book?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children see how the writer uses maps to support and add to the words in the book. Display the map on p. 5 and read aloud the text:

Let's find where my friends came from on a map. Do you have friends who came from different parts of the world?

The narrator uses a world map to show the countries his friends come from and where those countries are located.

Display the map on p. 7 and read aloud the text:

Can you see how far he traveled to get here? Let's look at the map.

The narrator uses a world map to show how far the boy traveled to get from Colombia to the United States.

Explain to children that a writer may use a map because it can give a lot of information quickly. The map on page 5 shows readers the locations of eight countries all at one time. The map on page 7 shows readers the locations of two countries and the distance between them. Point out how the words on each page tell readers the kind of information they will find on the map. Tell children that they can write their own sentences about maps to tell what information the maps show.

CONVENTIONS Print Sentences

TEACH AND MODEL Write these sentences on the board:

Look at the map.

I can find China!


Where is Mexico?

Remind children that we print uppercase and lowercase letters to write words and that we use words to make sentences. Read the sentences aloud. Point to letters and have children identify them, for example, uppercase *L* or lowercase *c*. Point to words and have children read them.

APPLY Have children copy the third sentence onto p. 215 in their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of each word and between the words in the sentence. Check to see that children print an uppercase letter at the beginning of the sentence and put the correct punctuation mark at the end. For additional practice, have children copy the remaining sentences onto a separate sheet of paper.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Write a detail about a map.  W.K.2, W.K.8

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to use or tell about a map when they write an informative/explanatory text. Show children the steps they can follow to understand and write about a map. Display a map of your state.

- **Identify**—Tell children that there are as many different kinds of maps as there are different kinds of places, so the first thing to do is identify the map. Explain that usually a map has a title that tells what the map shows. Read aloud the title on your map. Identify or ask children to identify it as a map of your state.
- **Examine**—Have children look closely at the map. Ask them to tell what they see. *What information does the map give? Does it show cities? Rivers? Highways? Does it have a key? What symbols does the key have? Where do the symbols appear on the map?*
- **List**—Explain that next, children can make a list of details they see on the map. Model how to identify a detail, such as the map key or the location of the state capital. Write a word or phrase that tells about the detail on the board. Then have children identify other details about the map. These details might be about features of the map or about the information on the map. Write words or phrases that tell the details on the board. When the class is finished, read the list of details aloud.

Model how to write sentences about the details on the board. For example, *The map has a key* or *Our state capital is on a river*. Write the sentences on the board and read them aloud to children. Have children discuss what the sentences help them understand about the map.

Explain to children that writing about the details on a map can help readers better understand what information the map shows.



Independent Writing Practice

IDENTIFY Display a map of the United States. Ask children to identify the map and tell how they know what the map shows.

EXAMINE Give children time to look closely at the map. Have them tell about what they see on the map.

LIST Have children dictate or write a list of words and phrases that tell details about the map. Remind them that the details can be about the features of the map or about the information on the map.

WRITE Have children choose a detail about the map from their list and dictate or write a sentence that tells about the detail. Have them check to make sure their sentence begins with an uppercase letter, ends with the correct punctuation mark, and uses proper spacing between the letters and words.

USE TECHNOLOGY If available, have children use computers or electronic tablets to look at and write about the map. If they have access to a printer, have them print out their sentence.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KINDS OF MAPS Children may not be familiar with how many different kinds of maps there are. Gather a variety of maps, such as those for a zoo, a park, a neighborhood, a city, a state, a country, a continent, and the world. Display the maps around the classroom. Have children study the maps and ask and answer questions about them.

STRATEGIC SUPPORT

USE A MAP Pair children who struggle with using the map of the United States for their writing with children who are more proficient with maps. Give partners their own U.S. map to examine. Ask questions about the map and have partners work together to answer the questions using the map.

LESSON 3
OBJECTIVE

Make connections between two individuals, events, ideas, or pieces of information in a text.

READING
OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *One Land, Many Cultures* and work through the lesson: *Writers understand that explanatory texts contain information to give readers an understanding of a topic.*

LESSON 3
FIRST READ

Explore the Text

ENGAGE CHILDREN Review the title and photograph on the front cover of the book and have children recall what the book is about. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read pp. 8–13 of *One Land, Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the sequence of events on these pages. Discuss the questions below with children.

- What was the first food pictured?
- What was in the last illustration?
- What questions do you have?

Have children use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 3
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on what happens on the pages. Use the following questions to lead the discussion.

- What do the narrator's friends from China and Egypt share at lunch? (vegetable rolls and wontons; hummus and flatbread) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 8, the narrator mentions wontons. What features in the text help you figure out what the word *wontons* means? (I can tell from the context that wontons are food. The photograph and label on page 8 show me what wontons look like. The Fun Fact on page 9 tells me what wontons are, what they are made of, and what their name means.)
- How do the photographs on pages 10 and 11 help you understand the text on page 10? (The text on page 10 mentions two foods: hummus and flatbread. The photographs show me what hummus and flatbread look like.) **Integration of Knowledge and Ideas**
- What idea does the children's food sharing give their teacher? (He decides to create a math problem about the different foods and cultures in the classroom.) **Key Ideas and Details**
- How does the information that the writer gives on these pages help you understand the topic? (By telling about and showing vegetable rolls, wontons, hummus, and flatbread, the writer points out one way in which cultures are different: They have different foods.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Help children understand the meaning of the word *brought*. Explain that *brought* is the past tense form of the irregular verb *bring*, which means “to carry from another place.” *I bring my lunch to the cafeteria. Yesterday I brought my lunch.* Say other sentences with *bring* and *brought* and have children repeat them.


STRATEGIC SUPPORT

GLOSSARY WORDS For children who struggle to understand words in the text, remind them that if an unfamiliar word appears in dark type, that means the word is in the glossary at the back of the book. Point out and read aloud the word *dumpling* on p. 9. Have children turn to p. 22 and find *dumpling* and its meaning in the glossary.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

Make connections between two events in a text. 

BENCHMARK VOCABULARY

- celebrated, p. 13
- dish, p. 13

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures*, pp. 8–13, with the words *celebrated* and *dish*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *celebrated*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *dish*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 213 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE As a class, go back to the text to review what happens on pp. 8–13 of *One Land, Many Cultures*. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR22–TR25. Give children opportunities to express their thoughts and feelings about this part of the book. Remind them to speak loudly and clearly so that others can hear and understand them. You may wish to provide a model through a think aloud, such as the following: *The text on page 8 says that the narrator's friend from China shares his vegetable rolls and wontons. I think I would feel happy if I could try different foods. I think the narrator's friends are nice to share their food.*

After everyone has had a chance to speak, have children go back to the text to point out evidence that supports the thoughts and feelings they expressed.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the math problem would be interesting to solve? Say your opinion.* (Possible response: No, because I don't like math problems and this one sounds like a lot of work.)



See **Routines** on pp. TR18–TR65.

Reading Analysis

MAKE CONNECTIONS Explain that one way writers make connections between events in an informational text is to tell about cause and effect. An effect is what happens. A cause is why it happens. Often writers use words such as *because* and *so* to help readers make these connections, but sometimes readers have to make cause-and-effect connections on their own.

CITE TEXT EVIDENCE Display a Cause and Effect graphic organizer. Read aloud the two questions. Then read aloud the text on p. 8 of *One Land, Many Cultures*. Help children identify a cause and an effect.

- What happens? What does the friend from China do?
- Why do you think the friend does this?

Record children's ideas in the first pair of *Cause* and *Effect* boxes on the chart. Restate the cause and effect in a sentence using the word *because*.

Cause and Effect	
Causes	Effects
Why did it happen?	What happened?
Why did it happen?	What happened?
Why did it happen?	What happened?

Independent Reading Practice

READING ANALYSIS: MAKE CONNECTIONS Have children work together to identify a cause and an effect on p. 10 and on p. 12. Write their ideas in the second and third pairs of *Cause* and *Effect* boxes on the chart.

WRITING IN RESPONSE TO READING Display pp. 12–13. *Why does the teacher create this math problem?* Have children dictate or write their answer on p. 218 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT


Reading Wrap-Up

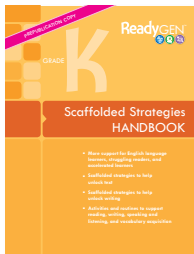


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Make connections between two events in a text.  **RI.K.3**

Ask and answer questions about key details in a text.  **RI.K.1**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to make cause-and-effect connections between events in the text,

then...use the Reading Analysis lesson in small group to help them recognize these kinds of connections.

If...children need extra support to understand the Sleuth text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Review the first cause-and-effect example on the chart, explaining the relationship between the two events. Model how to find a cause and an effect on p. 10. **What happens? What does another friend bring? He brings hummus and flatbread. Why does he bring these foods? His family is from Egypt and these are Egyptian foods. The friend brings Egyptian foods because his family is from Egypt.**

Write the cause and effect in the second pair of boxes. Continue by guiding children to find a cause and an effect on p. 12.

CLOSE READING WORKSHOP

SLEUTH WORK Read aloud “The Spider Weaver” on p. TR3 in this Teacher’s Guide. Then discuss the following questions with the group. You may wish to reread sections of the text to verify children’s answers.

- 1** **Why does Hiroshi save the spider from the snake?** (He doesn’t like the idea of a big fellow picking on a little fellow, and the snake is bigger than the spider.)
- 2** **Would Hiroshi have been better off if he hadn’t hidden in the room to watch the girl?** (Possible responses: Yes, because if he hadn’t found out she was really a spider, the girl might have stayed longer and woven more cloth for him. No, because Hiroshi really wanted to know how the girl wove so much cloth so quickly.)

EXTENSIONS

MONITOR PROGRESS

If...children can make cause-and-effect connections between events in the text,

then...extend the Sleuth activity by having children find a cause and an effect in “The Spider Weaver.”


READING ANALYSIS


Together review the story “The Spider Weaver.” Ask pairs of children to identify an example of a cause-and-effect connection in the story. Remind them to consider the following questions.


- **What is the effect? What happens?** (Responses will vary.)
- **What is the cause? Why does it happen?** (Responses will vary.)

Tell children that the best way to check their cause-and-effect connection is to state the cause and the effect in a sentence using the word *because*. For example: *The little spider is grateful **because** Hiroshi saves it from being eaten by the big snake.* Ask the pairs to share their cause-and-effect connections with the rest of the class.

WRITING OBJECTIVES

Introduce informative/explanatory writing and the concept of a topic.  W.K.2

Name the topic of an informative/explanatory text.  W.K.2

Produce complete sentences.  L.K.1.f

Writing

Informative/Explanatory Writing

NAME A TOPIC

TEACH Explain to children that sometimes a writer writes an informative text. In an informative text, the writer gives information about a topic. A **topic** is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

The writer of an informative text wants readers to know what the topic of the text is. So the writer tells readers the topic. Generally readers do not have to guess what the topic is.

Point out that often the writer tells the topic in the title of the text. Remind children that the title is the name of the book or article. Sometimes the writer tells the topic on the first page or near the beginning of the book.

- What is the title of this book?
- Does the title help you know what the book is about?
- What do the words on the first page say?
- Do these words help you know what the book is about?
- What is the topic of the book?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children understand that the writer uses both the title and the words on the first page to tell readers what the topic of the book is.

Display the front cover of the book and read aloud the title:

One Land, Many Cultures

The writer gives readers an idea of what the topic is in the title of the book. The title says the book is about one land and many cultures.

Display p. 3 and read the sentence aloud:

The United States is one land but we have many cultures.

The writer tells the topic of the book in the first sentence. Now readers know that the one land is the United States and that the United States has many cultures.

Explain to children that they can use what they read in the title and what they read on the first page to name the topic of this book. Together think of a way to say the topic, for example, *many cultures in the United States*. Tell children that when they write their own informative text, they can tell the topic in the title and in the first sentence of the text.

CONVENTIONS Produce Complete Sentences

TEACH AND MODEL Remind children of the features of a complete sentence. A complete sentence has a subject and a predicate. A complete sentence begins with an uppercase letter and ends with a period, question mark, or exclamation mark.


All the new foods tasted wonderful!

This is a complete sentence. It has a subject and a predicate. It begins with an uppercase letter and ends with an exclamation mark.

APPLY Ask children to offer complete sentences. Write the sentences on the board and have children help you check them to see that they are complete sentences. Together revise any sentences that are not complete. Then have children write their own complete sentence on p. 215 in their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Name a topic for an informative/explanatory text and write to tell the topic.

 W.K.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to write an informative text. Before they can begin writing, they need to figure out the topic of their text. Sometimes a writing prompt will tell them what the topic of their informative writing will be. Other times they will choose the topic of their informative writing themselves. Show children steps they can use to name a topic.

- **Brainstorm**—Ask children to think of possible writing topics about foods. Model how to name a topic, for example, kinds of fruits. Write the topic on the board. Have children name as many topics as they can. Tell them to name topics that they know something about. List their ideas on the board, for example, colors of vegetables, meals, healthy snacks, breakfast today, and so on.
- **Narrow**—Review the topics with children. Point out which topics are too big (meals) and which are too small (breakfast today). Cross those topics off the list.
- **Choose**—Ask children what information they know about the remaining topics. Encourage them to choose the topic that they think is most interesting and that they think readers will find interesting.

Circle the topic that children choose, for example, colors of vegetables. Display pictures of orange carrots, green broccoli, purple eggplants, yellow squash, and other colorful vegetables. Ask children what sentence they could say about the colors of the vegetables. Accept any sentences children offer, but guide them to a more general sentence, such as *Vegetables come in many colors*. Point out that this sentence says what the topic is. Write the title *Colors of Vegetables* and under it the sentence *Vegetables come in many colors*.

Explain to children that choosing a topic and saying what this topic is in a sentence are the first steps in writing an informative text.

Independent Writing Practice

BRAINSTORM Ask children to think of special types of foods that they eat with their families. Have them draw or write their ideas on a sheet of paper.

NARROW Have children review the foods on their list and think about which would be the best topic for their writing.

CHOOSE Have children choose one type of food that they eat with their families.

WRITE Have children use the name of the special type of food as their topic and then dictate or write a complete sentence that tells the topic.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

NAME A TOPIC Children may not be familiar with the concept of a topic. Explain that they can figure out what the topic of an informative text is by answering this question: *What is this book all about?* Remind children to look for clues in the title and the words at the beginning. Suggest that children also scan the pictures and think about what all of them have in common.

STRATEGIC SUPPORT

CHOOSE A TOPIC Have children who struggle with choosing a topic work with a partner or in a small group as they first brainstorm and then narrow their list of topics. Feedback from one or more listeners will help children understand what is involved in judging the suitability of topics so that later they can make these decisions on their own.

**LESSON 4
OBJECTIVE**

Ask and answer questions about an informational text.

**READING
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *One Land, Many Cultures* and work through the lesson: *Learners understand that learning about people's traditions helps us understand their culture.*

**LESSON 4
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review the photographs on the front cover and the title page of *One Land, Many Cultures* and have children recall the topic of the book. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read pp. 14–19 of *One Land, Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on what the children in the book learn that helps them solve the math problem. Discuss the questions below with children.

- What different kinds of foods do the children bring to the celebration?
- What did the children learn?
- What questions do you have?

Have children use p. 212 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 4
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the food celebration that the class in the book has. Use the following questions to lead the discussion.

- Where does the text say meat patties and codfish fritters come from? (Jamaica) Pierogi? (Poland) Empanadas? (Mexico) **Key Ideas and Details**
- How do the photographs on page 14 help support the text on that page? (The text on page 14 mentions meat patties and codfish fritters. The photographs show what these two Jamaican foods look like.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** On page 16, the narrator mentions tamales. What features in the text help you figure out what the word *tamales* means? (I can tell from the context that tamales are food. The Fun Fact tells me what a tamale is made of and how it is made. The photograph shows me what a tamale looks like.)
- How many different foods do the children bring to the food celebration? (25) How many children are there in the classroom? (25) How do the children use this information to solve the math problem of the week? (If there are 25 children and each child brings a different food, then there are 25 different foods.) **Key Ideas and Details**
- What do the foods discussed in the text help you learn about the children, their families, and their cultures? (Foods are important to the children and their families because the foods are a connection to the cultures that they came from.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Help children understand the meaning of the word *originally* on p. 15. Explain that the base word *origin* means “place a person was born.” When the author says, “Originally, they came from Poland,” she means they were born in Poland. Practice using the word in other sentences about people in the book, such as *Originally, Juan’s family came from Mexico.*


STRATEGIC SUPPORT

VOCABULARY Children may have difficulty making the connection between Philip’s grandparents and pierogi. Point out that the grandparents come from Poland, so they are Polish. Pierogi are a Polish food, so they come from Poland. The author is implying that Philip’s family makes and eats pierogi because the family has roots in Poland.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

Ask and answer questions about key details in a text. 

BENCHMARK VOCABULARY

- piped up, p. 16
- overloaded, p. 18

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures*, pp. 14–19, with the words *piped up* and *overloaded*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *piped up*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *overloaded*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on pp. 213–214 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Have small groups of children discuss the text and photographs on pp. 14–17. Ask them what drawings or other visuals they would add to those pages to provide more details. Guide the discussion with the **Small Group Discussion Routine** on pp. TR26–TR29. Remind children that when they have a discussion, they should listen and respond to what others say. You may wish to provide a model through a think aloud, such as the following: *On page 16, the text says that Juan loves to eat tamales, empanadas, and rice and beans. The photograph shows me what a tamale looks like, but I want to know what an empanada is and what rice and beans are. I would add a picture of an empanada and rice and beans to this page.*

After the discussion, have children draw one of their pictures and then talk about how the pictures provide additional details.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think it would be fun to have a food celebration in your classroom? Say your opinion.* (Possible responses: Yes, because it would be a good way to learn about my classmates' cultures.)



See **Routines** on pp. TR18–TR65.

Reading Analysis

ASK AND ANSWER QUESTIONS Explain that in informational texts, writers provide information and details about a topic. Good readers ask questions and look for answers to their questions as they read an informational text. Asking and answering questions about key details helps readers understand an informational text.

CITE TEXT EVIDENCE Display the T-Chart graphic organizer with the headings *Questions* and *Answers*. Reread pp. 14–15 of *One Land, Many Cultures*. Model how to ask a question about the text or photographs and how to look for an answer on the pages or in other sources. *What does a meat patty look like? I can look at the photograph on page 14. A meat patty looks like a turnover made of dough. The meat must be inside. This answers my question.* Record your question and answer on the chart. Then have children offer their own questions and answers about the two pages. Record them on the chart.

T-Chart


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Independent Reading Practice


READING ANALYSIS: ASK AND ANSWER QUESTIONS Display pp. 16–19 one at a time. Have children work together to ask questions about the pages and offer answers they find in the book or in other sources. Record children's ideas on the chart.

WRITING IN RESPONSE TO READING What is a pierogi? Have children dictate or write their answer on p. 218 in their *Reader's and Writer's Journal*. Tell them to use details from *One Land, Many Cultures*.



 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.

Reading Wrap-Up

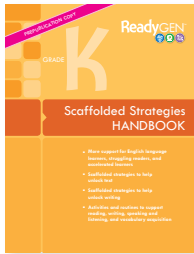
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Ask and answer questions about key details in a text.



Build fluency through oral reading.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to ask and answer questions about key details in a text,

then...use the Reading Analysis lesson in small group to help them grasp the concept.

READING ANALYSIS

Review the question and answer you wrote on the T-Chart. Model how to ask and answer another question about pp. 14–15. **This is my question: *Where do codfish fritters come from?* To answer my question, I look at the words on the pages. They tell me that the family that makes codfish fritters comes from Jamaica. So codfish fritters must be from Jamaica. This answers my question.** Record your question and answer on the T-Chart. Display each of the other pages and guide children to ask and answer their own questions. You may wish to ask questions and have children find the answers. Record the questions and answers on the T-Chart.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 219–220)

ORAL READING

Have children revisit their *I Can Read Reader 22*. Review story words that they may need help reading: *what, they, are, and is*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the following activities.

- **Why does Gus like to tug, drag, and dig up?** (He is a dog.)
- **What gift does Gus get?** (a rug)
- **Circle the word that tells what Gus is.**
- **Underline the word that tells what Gus got.**

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions about key details in a text,

then...extend the Reading Analysis lesson by having them ask and answer questions about a text from the classroom library.

READING ANALYSIS

Have children choose a familiar book from the classroom library and review the text and illustrations. Remind them that they can ask questions about the book and then answer the questions by looking at the pictures and words. Suggest that children begin by asking and answering these questions:

- **Who is the author of the book?** (Responses will vary.)
- **What is the topic of the book?** (Responses will vary.)
- **How do the pictures help readers?** (Responses will vary.)

Have children ask and answer their own questions about their book. Have them draw, dictate, or write the questions and answers on a T-Chart like the one used earlier. Then ask children to share their books and questions and answers with the class.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 219–220)

ORAL READING


Have children revisit their *I Can Read Reader 22*. Review story words that they may need help reading: *what*, *they*, *are*, and *is*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the following activities.

- **Why does Gus like to tug, drag, and dig up?** (He is a dog.)
- **What gift does Gus get?** (a rug)
- **Circle the word that tells what Gus is.**
- **Underline the word that tells what Gus got.**



WRITING OBJECTIVES

Discuss how writers use facts to tell about a topic.  W.K.2

Produce complete sentences.  L.K.1.f

Writing

Informative/Explanatory Writing

TELL A FACT

TEACH Remind children that in an informative text, the writer gives information about a topic. A topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

The writer of an informative text wants to tell readers about a particular topic. The writer tells readers about the topic by telling information about the topic. For example, if the topic of the informative text is oranges, the writer might tell that oranges are a fruit; that they are a source of vitamin C; and that they grow in warm, sunny places, such as Florida and Texas. These are three facts, details, and examples about oranges.

A **fact** is something that can be proved to be true. It is a fact that oranges are a fruit. The writer can prove that oranges are a fruit by looking it up in a dictionary or researching oranges on a reliable Web site. It is the writer's job to make sure all the information in an informative text is true.

- What is the topic of this book?
- What facts about the topic does the writer tell?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children recall the topic of the book, many cultures in the United States, and understand that the writer supplies information about the foods from these cultures.

Display p. 15 and read aloud the Fun Fact:

Pierogis are Polish-style dumplings. A dough pocket is stuffed with sauerkraut or potatoes and then fried.

The writer tells a fact about a food from Poland that one child will bring to school.

Display p. 16 and read aloud the Fun Fact:

A tamale is a corn-based dough stuffed with meats or cheese and spices and then wrapped in a corn husk.

The writer tells a fact about a food from Mexico that another child will bring to school.

Explain to children that these and other facts that the writer tells in the book support the topic of the book. Encourage children to point out other facts in the book. Tell them that when they write their own informative text, they can supply facts to tell readers about their topic.

CONVENTIONS Produce Complete Sentences

TEACH AND MODEL Remind children of the features of a complete sentence. A complete sentence has a subject and a predicate. A complete sentence begins with an uppercase letter and ends with a period, question mark, or exclamation mark.


The children brought twenty-five different foods.

This is a complete sentence. It has a subject and a predicate. It begins with an uppercase letter and ends with a period.

APPLY Write the following on the board: *Came from Jamaica*. Read it aloud and ask children whether it is a complete sentence. When they say it is not, have them tell you how to correct it. Write several complete and incomplete sentences on the board. Pair children and have partners work together to recognize and correct the incomplete sentences. Then have children write their own complete sentence on p. 216 in their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Write a fact about a topic.  W.K.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children that sometimes they will be asked to write an informative text. The first step in informative writing is choosing a topic, as discussed in Lesson 3. The next step is telling a fact about the topic. Show children the steps they can follow to write a fact about a topic.

- **Brainstorm**—Remind children of the topic they chose in the Shared Writing activity in Lesson 3. Then remind them that a fact is a piece of information that can be proved to be true. Model how to think of a fact about the topic. *The topic is colors of vegetables. I know that carrots are orange.* Write *orange carrots* on the board. Read the fact aloud, and have children tell how you can prove the fact is true. Then have children think of other facts about the topic. Write their ideas in a list on the board.
- **Choose**—Read aloud the facts in the list. If there are any facts that do not tell about the topic, point them out to children and cross them off the list. Then have children discuss which facts about the topic will be most interesting for readers. Help the class choose a fact to write about.

Model how to write a sentence that tells the fact that children chose. For example, *Peppers can be green, red, or yellow.* Read the sentence aloud, and have children draw a picture of the fact. Discuss with children how they can prove the fact is true.

Explain to children that choosing a topic and telling a fact about the topic are two important steps in writing an informative text.



Independent Writing Practice

FORMATIVE ASSESSMENT Tell children that they will write a fact about another part of the world that they learned from *One Land, Many Cultures*.

BRAINSTORM Have children think of the different facts they learned about other parts of the world from the book. Have them dictate or write the facts in a list.

CHOOSE Have children choose one fact to write about. Remind them to choose a fact that will be interesting for readers.

WRITE Have children dictate or write a sentence about the fact they chose. Have them check to make sure they have used a complete sentence that begins with an uppercase letter and ends with the correct punctuation mark. Then have them draw a picture of the fact.

DISPLAY Help children attach their “fact sheet” on a world map near the country that the fact tells about.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their fact. If they have access to a printer, have them print out their fact sheet and then attach it to the world map in the classroom.

Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDENTIFY FACTS Children may not be familiar with the concept of facts. Offer facts and nonfacts. Model how to identify which are facts and which are not:
Hummus is made of chickpeas. This is a fact. It can be proven true by looking at a recipe for hummus. Hummus tastes good. This is not a fact. It cannot be proven true. It tells what someone thinks.

STRATEGIC SUPPORT

IDENTIFY FACTS Children may have difficulty recalling facts about other parts of the world. Display the photographs in *One Land, Many Cultures* one at a time and help children use the photographs to remember facts about the foods that people from other countries eat. Have them draw or write the facts in a list.

LESSON

5

LESSON 5 OBJECTIVE

Identify the reasons an author gives to support a point in an informational text.



READING OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *One Land, Many Cultures* and work through the lesson: *Writers understand that explanatory texts contain information to give readers an understanding of a topic.*

EXPLORE POETRY Read aloud the poem “Kids” on pp. 62–63 in the *Text Collection*. Ask children how they know this is a poem. Have them identify the rhyming words at the ends of the lines. Then have the class discuss what point the writer is making in the poem.

LESSON 5 FIRST READ

Explore the Text

ENGAGE CHILDREN Display the front cover and title page of *One Land, Many Cultures* and have children recall the topic of the book and several key details. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read pp. 20–21 of *One Land, Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the point the author is making on these pages. Discuss the questions below with children.

- What did the class learn about the United States?
- Why did people come from other nations to the United States?
- What questions do you have?

Have children use p. 212 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 5
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the main idea and supporting details in the book. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** On page 20, the narrator mentions the history of our country. When we study our country's history in school, what do we study? (what happened in our country in the past) How can we use the text to help us understand what the word *history* means? (The word is in dark type. This means we can look it up in the glossary.)
- What happens after the children's food celebration? (The children learn about the many immigrants who came to the United States from other countries.) **Key Ideas and Details**
- How do the children react when they find out that immigrants are responsible for the many cultures in the United States? (They say "Thanks!" to all the immigrants.) **Key Ideas and Details**
- How does knowing about the many immigrants who came to the United States help us understand the topic of the book? (The topic of the book is that the United States has many cultures. The many immigrants who came from other countries to live in the United States brought their cultures with them. This explains why the United States has many cultures.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


IDIOMS Help children understand the idiom "thanks to" on p. 21. Remind them that sometimes a phrase has a meaning that is different from the meanings of the words in the phrase. Explain that *thanks to* means the same as *because of*. The author is saying that because of the many immigrants, the United States has many cultures.


STRATEGIC SUPPORT

VOCABULARY Children may have difficulty understanding the phrase "made great" on p. 20. Explain that here the word *made* means "caused to become" and the word *great* means "important; successful." The author is saying that the many immigrants caused the United States to become important and successful.

READING OBJECTIVES

Ask and answer questions about unknown words in a text.  RI.K.4

Use words acquired from texts.  L.K.6

Identify the reasons an author gives to support a point in a text.  RI.K.8

BENCHMARK VOCABULARY

- past, p. 21
- present, p. 21

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures*, pp. 20–21, with the words *past* and *present*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *past*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *present*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 214 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Display pp. 20–21 of *One Land, Many Cultures*. Have pairs of children discuss the text and photograph on these pages. Encourage them to express their thoughts, feelings, and ideas about this part of the book. Use the **Paired Discussion Routine** on pp. TR18–TR21 to guide partners' discussions. You may wish to provide a model through a think aloud, such as the following: *The text says that the class learned about how immigrants from different countries came to the United States. The picture on page 21 shows the children smiling. I think the children are glad that immigrants came to the United States.*

Then have volunteers share some of their thoughts, feelings, and ideas with the class. Remind children to speak loudly and clearly so that others can hear and understand them.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think it is a good thing for a country to have many cultures? Say your opinion.* (Possible response: Yes, because it is always good to have variety. It makes things more interesting.)

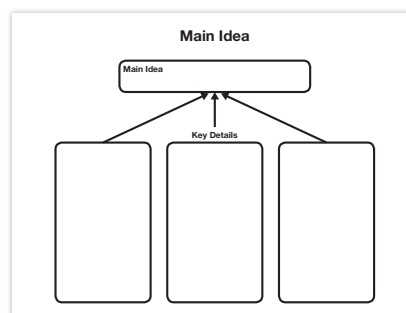


Reading Analysis

AUTHOR'S REASONS Explain that in informational texts, writers give details and reasons that support their main points, or ideas. To understand an informational text, you look for these main points and supporting details and reasons. First, you identify the main points. Then you identify the details and reasons the author uses that support, or help explain or prove, the main points.

CITE TEXT EVIDENCE Use the following questions to help children identify the author's main point on pages 20–21 and one reason she gives to support that point. Record the main point in the top box and the reason in the first lower box on the Main Idea graphic organizer.

- What important idea does the author want us to remember?
- What is one reason that the author gives?



Independent Reading Practice

READING ANALYSIS: AUTHOR'S REASONS Have children work together to identify two other reasons why the author thinks we should be grateful to the many immigrants who came to the United States. Write children's ideas in the second and third lower boxes on the Main Idea graphic organizer.

WRITING IN RESPONSE TO READING Ask children to look closely at the photograph on p. 21. [How does this photograph support the author's main point on these pages?](#) Have children dictate or write their response on p. 218 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.


INDEPENDENT


Reading Wrap-Up

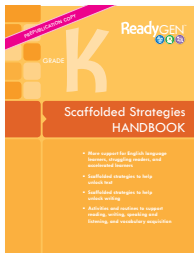


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Identify the reasons an author gives to support a point in a text.  RI.K.8

Ask and answer questions about key details in a text.  RI.K.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the reasons the author gives to support a point in the text,

then...use the Reading Analysis lesson in small group to help them work through the graphic organizer.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Review the author's point and the first supporting reason with children. *The author thinks we should thank immigrants because they made America great.* Model how to identify another supporting reason on p. 20. *The author says immigrants helped build this country. This is another reason why we should thank immigrants.* Record your response in the second lower box. Read aloud the text on p. 21 and help children identify the third reason. Write their response in the last box.

CLOSE READING WORKSHOP

REVISIT *One Land, Many Cultures* Read pp. 20–21 of *One Land, Many Cultures*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about what the children in this class are like? (Possible responses: They get along. They come from different cultures.)
- 2 Do you think the children appreciate the many cultures in our country? Use details from the words and picture to support your opinion. (Possible response: Yes, I think they appreciate the many cultures because they are smiling and thanking the immigrants who brought the cultures to our country.)
- 3 Think of one question about this part of the book to ask a partner. Remember that you can use the words and picture in the book to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children can identify the reasons the author gives to support a point in the text,

then...extend the Reading Analysis lesson by having them identify the author's main point and supporting reasons in a text from the classroom library.

READING ANALYSIS

Have children choose a familiar informational book from the classroom library and review it by looking at the illustrations and summarizing the text. Remind them that they can identify the author's main point by answering these questions:

- **What is this text all about?** (Responses will vary.)
- **What important idea does the author want us to know?** (Responses will vary.)

Then have children identify the reasons the author gives to support this main point. Remind them that a reason supports, or helps explain or prove, the main point. Have children draw, dictate, or write the information on a Main Idea graphic organizer like the one used earlier. Then ask them to share their books and information with the class.

WRITING OBJECTIVES

Introduce researching information for informative/explanatory writing.

W.K.2, W.K.8

Discuss how to find information about a topic.

W.K.8

Expand sentences to tell more.

L.K.1.f

Writing

Informative/Explanatory Writing

RESEARCH A TOPIC

TEACH Remind children that in an informative text, a writer gives information about a topic. The topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

Explain to children that after writers decide on a topic for an informative text, they often research the topic to find facts. Tell children that when writers **research**, they look for information about their topic that they can use in their writing.

Writers look for information on Web sites on the Internet. They look in books and magazines at the library. They talk to experts, or people who know a lot about the topic. These Web sites, books, magazines, and experts are **sources**, or the places or people from which writers get their information.

Tell children that after writers have gathered information from different sources, they use the information to write their informative text. Writers use their own words to write the facts they learned about the topic.

- What information does the book tell?
- Where might the writer have looked to find this information?

ANALYZE THE MODEL Through the discussion, help children recall the topic of the book, many cultures in the United States, and understand that the writer supplies information about the topic:

After trying lots of new foods, we learned the United States was made great by immigrants.

The writer gives information about the United States: There are immigrants.

Over the history of our country, people from many nations came to America for a better life and helped build this country.

The writer gives information about where immigrants came from and why they came to the United States.

Discuss with children where the author might have looked for information about immigrants in the United States, such as in reference books about the people of the country or on a government Web site. Explain that before children begin writing about a topic, they can research to find facts such as these to use in their writing.

CONVENTIONS Expand Sentences

TEACH AND MODEL Remind children that when they expand a sentence, they add more information to the sentence. They might add a noun, a verb, or a describing word to make the sentence clearer or more interesting.

We brought foods to school.
We brought **twenty-five different** foods to school.

The words *twenty-five* and *different* tell more about the foods. Adding these words makes the sentence more interesting.

APPLY Pair children and have each child write a sentence about one of the foods in *One Land, Many Cultures*. Ask partners to exchange sentences and think of ways to expand the sentences by adding words. Have pairs work together to rewrite the sentences. Ask volunteers to read both versions of the sentences to the class. Discuss how the sentences are different and how the added words affect the meaning of the sentence. Then have children practice expanding a sentence on p. 216 in their *Reader's and Writer's Journal* by adding one or more words.



WRITING OBJECTIVES

Participate in a shared informative/explanatory research and writing task.



Gather information from provided sources.



Write a fact about a topic.



Informative/Explanatory Writing

SHARED RESEARCH

PREPARE TO WRITE Remind children that sometimes they will be asked to write an informative text. The first step in informative writing is choosing a topic. The next step is telling facts about the topic. Remind children that writers often gather information from sources to help them write facts about their topic. Show children the steps they can follow to research information about a topic.

- **Recall Topic**—Display the fact you wrote in the Shared Writing activity in Lesson 4. Read the fact aloud. Help children recall the topic of the class informative writing, for example, colors of vegetables.
- **Find Sources**—Provide sources that tell about the topic, such as a book about different kinds of vegetables or a Web site about why people should eat vegetables of different colors. Explain to children that these are sources of information about the topic.
- **Look for Information**—Display a page from one of the sources. Model how to identify information on the page. *This sentence tells about cabbages. The picture shows that cabbages can be green, red, or purple.* Write *green, red, or purple cabbages* on the board. Read aloud other pages from the sources one at a time. Ask children to identify information the writer tells on each page. Write the facts children identify on the board. Explain that now children have information they can use to write about their topic.

Review the facts that children identified. Discuss whether each fact tells about the topic. If it does not, erase it and explain why. *This detail tells about vegetable seeds. Our topic is colors of vegetables.* Also connect each fact to the source it came from. *This fact says that eggplants are purple. We learned about eggplants in the photograph and caption on this page.*

Have the class choose one fact from the list to write about. Model how to write a sentence that tells the fact in your own words. For example, *Eggplants are dark purple.* Have children draw a picture of the fact. Then add the sentence to the class writing from Lesson 4, and read both facts aloud to children. Explain that researching and writing facts about the topic are important steps to writing an informative text.



Independent Writing Practice

RECALL TOPIC Have children review the fact they wrote in Lesson 4. Ask them to name the place the fact tells about. Tell children that this place is the topic of their informative writing.

FIND SOURCES Provide sources, including kindergarten-level books and Web sites, that tell about the different places discussed in *One Land, Many Cultures*. Have children find the sources that tell about their topic.

LOOK FOR INFORMATION Help children use the sources to find facts about their topic. Children may wish to dictate or write the facts on a sheet of paper.

WRITE Have children choose one fact about their topic and dictate or write a sentence that tells the fact in their own words. Then have them draw a picture of the fact.

DISPLAY Help children attach their fact on the world map near the country that the fact tells about.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their fact. If they have access to a printer, have them print out their fact to attach to their picture.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

RESEARCH Children may not be familiar with the word *research*. Point out that *research* has the word *search* in it and that *search* means “to look for something.” In this case, children are looking for information, or what is known, about a topic. Ask them what they know about the library. Explain that their responses are information about the topic.

STRATEGIC SUPPORT

USE A MAP Pair children who struggle with finding countries on their maps with children who are more proficient with using maps. Have partners work together to find the locations of the countries.

**LESSON 6
OBJECTIVE**

Ask and answer questions about unknown words in an informational text.

**READING
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *One Land, Many Cultures* and work through the lesson: *Writers understand that explanatory texts contain information to give readers an understanding of a topic.*

**LESSON 6
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review the photograph on the front cover of *One Land, Many Cultures* and have children recall the topic of the book and summarize the main points. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read the title on p. 22 of *One Land, Many Cultures* to children. Have them look at the illustrations as you read aloud the words and their definitions on pp. 22–23 using the **Read Aloud Routine** on pp. TR30–TR33. In this reading, children should focus on the elements that make up a picture glossary. Discuss the questions below with children.

- What does a picture glossary look like?
- What food is featured in the glossary?
- What questions do you have?

Have children use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 6
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the purpose, features, and uses of a picture glossary. Use the following questions to lead the discussion.

- **What is the title of this part of the book?** (Picture Glossary) **Key Ideas and Details**
- **A glossary is a list of words and their definitions. Why is this called a picture glossary?** (Each word has a picture in front of it that also tells about the word.) **Key Ideas and Details**
- **How are the words organized in the glossary?** (They are in alphabetical, or ABC, order.) **Key Ideas and Details**
- **Each word has an entry, or text that tells about the word. What information does each entry tell?** (It tells how to pronounce the word. It tells what the word means.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Listen to this definition of immigrants: *People who travel from one country to live permanently in another. We know that immigrants intend to stay in their new country for a long time. How does that help you understand the meaning of the word permanently?* (It helps me figure out that *permanently* means “intended to last a long time.”)
- **How can the information that the writer gives in the Picture Glossary help you understand the topic of the book?** (The writer tells the meanings of some of the words she uses in the text. If I understand the words, I will better understand what the writer is telling about in the book.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


BOLDFACED WORDS Help children understand that the writer shows readers which words appear in the glossary. Point to and read the word *cultures* on p. 22. Then point to and read the word *cultures* on p. 3. Explain that the words that appear in dark type in the text are the words that are included in the Picture Glossary.

STRATEGIC SUPPORT

AUTHOR'S PURPOSE Children may not understand why the writer included a picture glossary. Explain that the writer wants to give readers the meanings of some of the words she uses in the book. When readers see a boldfaced word in the text, they can turn to the Picture Glossary and find out what the word means. Have children practice doing this with several of the boldfaced words.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

BENCHMARK VOCABULARY

- cultures, p. 22
- immigrants, p. 23

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures*, pp. 22–23, with the words *cultures* and *immigrants*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *cultures*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *immigrants*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 223 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Have children work in pairs to ask and answer questions about the pictures and text on pp. 22–23. Use the **Paired Discussion Routine** on pp. TR18–TR21 to help guide the discussion. You may wish to provide a model through a think aloud, such as the following: *What does the first picture on page 22 show? I see a girl wearing colorful clothing. The text says that the word culture describes a way of life of a group of people. I think the picture shows how a girl from another culture dresses.*

After pairs have asked and answered questions about the Picture Glossary, review with children the strategies they used to confirm their understanding.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think a picture glossary such as this one is helpful to readers? Say your opinion.* (Possible responses: Yes, because it gives meanings for words that readers may not know. No, because the words readers don't understand may not appear in the glossary.)



See **Routines** on pp. TR18–TR65.

Language Analysis

ASK AND ANSWER QUESTIONS Explain that when readers come across an unknown word in a text, the question they ask themselves is “What does this word mean?” Then they look at the pictures and other words in the text to help them answer that question. Sometimes writers provide specific information about words they use in a text to help readers understand the words.

CITE TEXT EVIDENCE Display pp. 22–23 of *One Land, Many Cultures*. Help children use the following questions to analyze the content of the first two entries in the Picture Glossary. Record the information on the Four-Column Chart graphic organizer with the headings *Word*, *How to Say It*, *What It Means*, and *Where It Appears in Text*.

- What is the word?
- How do you say the word?
- What does the word mean?
- Look for the word in dark type. Where does it appear in the text?


Four-Column Chart

Independent Reading Practice

LANGUAGE ANALYSIS: ASK AND ANSWER QUESTIONS Have children work together to use the questions above to analyze the third, fourth, and fifth entries in the Picture Glossary. Write their ideas on the Four-Column Chart graphic organizer.


WRITING IN RESPONSE TO READING Point to the last entry in the Picture Glossary. *What does the word traveled mean?* Have children dictate or write their answer on p. 227 in their *Reader's and Writer's Journal*.




 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.


INDEPENDENT

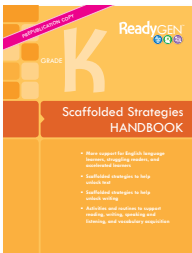
Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Ask and answer questions about unknown words in a text.  RI.K.4

Ask and answer questions about key details in a text.  RI.K.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to ask and answer questions about unknown words in a text,

then...use the Language Analysis lesson in small group to help them analyze entries in the Picture Glossary.

If...children need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

LANGUAGE ANALYSIS

Review the headings on the chart and what you wrote in each column and why. Model how to write information about the third entry in the Picture Glossary. *What is the word? The word is history.* Continue with the other questions. Write your answers on the chart. For the next two entries, ask the questions and let children answer them. Record their responses on the chart.

CLOSE READING WORKSHOP

REVISIT *One Land, Many Cultures* Read the text on pp. 22–23 of *One Land, Many Cultures*. Then discuss the following questions with the group. Have children use evidence from the pictures and words to support their answers.

- 1 **What details can you find about the word *cultures*?** (Possible responses: I can see the word on page 22. I can see a picture of a girl from another culture. I can see how to say the word. I can see what the word means.)
- 2 **Does every picture help show the meaning of a word? Use details from the words and pictures to support your opinion.** (Possible response: No, the pictures for *immigrants* and *traveled* both show globes, but the words mean different things. A picture of children does not show what a neighborhood is.)
- 3 **Think of one question about these pages to ask a partner. Remember to use the pictures and words to help you find the answer.**

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions about unknown words in a text,

then...extend the Language Analysis lesson by having children go back through the book and find a word they can add to the Picture Glossary.


LANGUAGE ANALYSIS


Have children find a word in the book that does not appear in the Picture Glossary, such as *United States*, *world*, *celebrated*, *pierogis*, or *tamales*. Ask children to look for clues to the word's meaning on the page(s) where the word appears. Have them look in a picture dictionary and other reference sources as well.

Ask children to follow the format of the Picture Glossary to make an entry for their word. Have them draw a picture for the word and write the word next to the picture. Help children figure out how to write a pronunciation for the word. Then have them write a definition after the pronunciation. When they are finished, have children exchange papers with a partner and answer the following questions.

- **What is the word?** (Responses will vary.)
- **How do you say the word?** (Responses will vary.)
- **What does the word mean?** (Responses will vary.)
- **Does the picture help you understand the word? Why or why not?** (Responses will vary.)
- **Where would this entry go if it were added to the Picture Glossary?** (Responses will vary.)

WRITING OBJECTIVES

Discuss how opinions can be used in writing.  W.K.1

Write letters for sounds to spell simple words.  L.K.2.c, L.K.2.d

Writing

Opinion Writing

TELL AN OPINION

TEACH Explain to children that when writers write an opinion, they tell what they think or feel about something. Writers want readers to agree with their opinion, so writers also give reasons to support their opinion. They tell why they think or feel the way they do. They want their reasons to convince readers to accept their opinion.

Remind children that a fact is something that can be proven to be true. Explain that an **opinion** is something that a person believes or thinks. It cannot be proven to be true. For example, it is a fact that pierogi are a Polish food. This statement can be proved by looking up information about pierogi in reference sources at the library or online or by asking experts, such as people who know about Polish food. Say this sentence: **Pierogi do not taste good.** Explain that this is an opinion. It cannot be proven to be true. One person may think pierogi do not taste good while another person may like the way pierogi taste. Each person has an opinion about pierogi.

Explain that writers often include opinions in other kinds of writing, such as stories and informational texts. Tell children that it is important to be able to recognize opinions and to distinguish them from facts.

- Whose opinion does the narrator tell? What is the opinion?
- Does the narrator offer reasons to support this opinion?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children recognize the opinions that the narrator gives in the book. Display p. 14 and read aloud the last sentence:

Her family loves to make meat patties and codfish fritters.

The narrator tells Nevaeh's family's opinion of these foods. They love them.

Display p. 16 and read aloud the last sentence:

He loves to eat tamales, empanadas, and rice and beans.

The narrator tells Juan's opinion of these foods. Juan loves them.

Point out that the narrator does not offer reasons for the family's and Juan's opinions, but readers may be able to figure out reasons from clues in the text. Encourage children to offer possible reasons, such as the foods remind the people of their home countries and cultures, the people get to make and eat the foods with their families, or the people like the way the foods taste.

Explain to children that writers may include opinions in many kinds of writing, but in opinion writing, a writer states an opinion and supports it with details and reasons. Gathering these details and reasons is an important part of opinion writing.


CONVENTIONS Spelling


TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *tab*. Have children repeat the word after you. Then segment the sounds in the word as you write *t*, *a*, *b* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 225 in their *Reader's and Writer's Journal*.



APPLY Have children listen as you say the word *net*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *rut*. Then have partners check each other's spelling.

WRITING OBJECTIVES

Participate in a shared opinion writing task.  W.K.7

Write an opinion text that tells an opinion and the details that support it.  W.K.1

Opinion Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that they will often be asked to write their opinion about a topic or issue. Remind them that their opinion is what they think or feel about the topic or issue. Point out that in addition to stating their opinion, they will also be expected to write details and reasons that support their opinion. Show children steps they can use to write an opinion and reasons.

- **Gather Information**—Display a T-Chart graphic organizer and tell children they will use the chart to gather information to help them form an opinion. Write *vegetable rolls* in the left column. Remind children that they read about vegetable rolls in the book *One Land, Many Cultures*. *One fact we learned about vegetable rolls is that they come from China.* Have children offer other facts they learned about vegetable rolls from the text and pictures. Write the facts in the right column. Continue with these foods: wontons, hummus, and flatbread.
- **Write**—Explain that by gathering information about the foods, children will be better able to state an opinion about the foods. Model how to form an opinion based on the information on the T-Chart. *Of the foods we've written about so far, I think vegetable rolls would taste the best. That is my opinion.*
- **Support**—Explain that you want readers to agree with your opinion, so you will give reasons for your opinion. Show children how you can look back at the chart and find support for your opinion. *The picture in the book shows that vegetable rolls have several different vegetables inside them. Vegetables are good for you. Vegetables are colorful and crunchy. These are details and reasons that support my opinion.*

Write your opinion and reasons on the board and read them aloud to children. Encourage children to offer other reasons that support your opinion.

Tell children that they will gather more facts about foods and then write their own opinion and details to support their opinion.



Independent Writing Practice

GATHER INFORMATION Have children fill in the T-chart that they began in Shared Writing with facts about the remaining foods in the book. Remind children that gathering information will help them decide what their opinion is and give them details and reasons to use to support their opinion.

WRITE Tell children to state an opinion in response to this question: *Which food from the book do you think tastes best?* Have children dictate or write their opinion. Remind them to sound out words that are difficult to spell.

SUPPORT Have children use details from the book or their own ideas to support their opinion.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their opinions and supporting details. If they have access to a printer, have them print out their writing.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FACT VS. OPINION Children may not be familiar with the concepts of fact and opinion. Offer several facts and opinions. Model how to identify which are facts and which are opinions: *The peanut soup is homemade. This is a fact. It can be proven true by asking the person who made it. Fatima likes peanut soup. This is not a fact. It cannot be proven true. It tells what someone thinks.*

STRATEGIC SUPPORT

SUPPORT FOR OPINIONS Children may have difficulty understanding how to support an opinion with facts. Offer an opinion (*I like ice cream.*) and reasons why you like ice cream (*It is sweet. It is cold. You can put it on a cone.*). Explain that these are facts that support the opinion by telling why.

LESSON

7

LESSON 7 OBJECTIVE

Identify the main topic and key details in an informational text.  **RI.K.2**


READING OBJECTIVES

Ask and answer questions about key details in a text.

 **RI.K.1**

Engage in group reading activities.

 **RI.K.10**

 See Text Complexity Rubrics on pp. TR81–TR84.



Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *Clothes in Many Cultures* and work through the lesson: *Writers understand that explanatory texts contain information to give readers an understanding of a topic.*

LESSON 7 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce the selection *Clothes in Many Cultures* to children. Display p. 33 in the *Text Collection*. Point to the title as you read it aloud and discuss the photograph. Ask children what they think they will learn about in this text. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read *Clothes in Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on what the selection is about. Discuss the questions below with children.

- What did you learn about clothes?
- What different kinds of fancy clothes are featured?
- What questions do you have?

Have children use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 7
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the main idea and details in the selection. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** The title of this selection is *Clothes in Many Cultures*. We learned about the word *cultures* in an earlier book, *One Land, Many Cultures*. What does the word *cultures* mean? (the ways of life, ideas, customs, and traditions of groups of people)
- Look at the headings on pages 34, 40, 44, and 50. What do they tell you about this selection? (that the selection is organized into four sections; what each section is about) **Craft and Structure**
- How are work clothes different from traditional clothes? (Work clothes are clothes people wear for their jobs. Traditional clothes are clothes people wear for special occasions.) **Key Ideas and Details**
- What is the topic of this selection? (the different kinds of clothes that people in cultures around the world wear) **Key Ideas and Details**
- Why are the photographs particularly important in this selection? (Without the photographs, readers would not know what the different kinds of clothes look like.) **Integration of Knowledge and Ideas**
- Think about what you know about explanatory texts. How do you know that this is an explanatory text? (An explanatory text contains information about a topic. In this text, the writer gives information about the clothes that people in cultures around the world wear, which is the topic of the text.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Help children understand the word *traditional* on p. 44. Explain that a *tradition* is a belief, custom, or story that is handed down from parents to children. The suffix *-al* is added to *tradition* to make a describing word, *traditional*. Ask children what *traditional* is describing in this sentence: *The girls wore traditional white dresses*.

STRATEGIC SUPPORT

TEXT FEATURES Children may not understand the role of headings in an explanatory text. Explain that writers use headings to organize their ideas so that the ideas will be easier for readers to understand and remember. Read aloud each of the four headings and discuss with children how the information belongs with that heading.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

Identify the main topic and key details in a text. 

BENCHMARK VOCABULARY

- powwows, p. 46
- ceremonies, p. 48

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Clothes in Many Cultures* with the words *powwows* and *ceremonies*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *powwows*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *ceremonies*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 223 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Have small groups of children discuss details in the text on p. 44 and in the photograph on p. 45. Guide the discussion with the **Small Group Discussion Routine** on pp. TR26–TR29. You may wish to provide a model through a think aloud, such as the following: *The man in the photograph on page 45 is wearing a black suit and a red robe. He is also wearing a gold necklace and ring. I wonder why he is wearing these clothes. The heading tells that this section is about traditional clothes. The man must be wearing traditional clothes from his culture.* Then have the groups draw pictures of a bride and a groom in traditional clothes, reminding them to show details.

After the discussion, have children share their pictures with the class and talk about how the pictures provide additional details.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pages TR18–TR21. *Which would you rather be wearing—a parka or a sarong? Why? Say your opinion.* (Possible response: I would rather be wearing a parka. I like cold, snowy weather.)



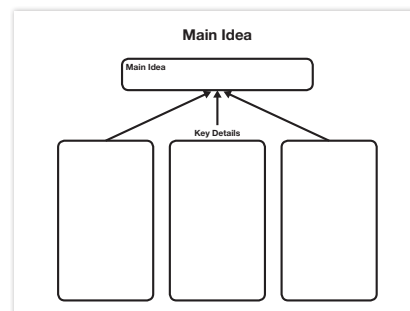
See **Routines** on pp. TR18–TR65.

Reading Analysis

MAIN TOPIC AND KEY DETAILS Remind children that the main topic, or main idea, of an informational text is what the text is mostly about. Key details tell more about the main topic. These details can be found in the words and pictures of the text.

CITE TEXT EVIDENCE Display pp. 33 and 34 of *Clothes in Many Cultures*. Have children discuss the main topic. Ask them to draw or write the topic in the *Main Idea* box on the Main Idea graphic organizer.

Display pp. 34–39 and read the text aloud. Use the following questions to help children identify key details that support the main topic. Have them draw or write the details in the first *Key Details* box.



- What is the main topic of the selection?
- What key details in the words tell more about the main topic?
- What key details in the pictures tell more about the main topic?

Independent Reading Practice

READING ANALYSIS: MAIN TOPIC AND KEY DETAILS Have children work in pairs to identify more key details in the text that tell about the main topic. Have them record their ideas in the other *Key Details* boxes.

WRITING IN RESPONSE TO READING We read about clothes in many cultures. Which clothing from the text would you most like to wear? Have children dictate or write their opinion and a key detail that supports their opinion on p. 227 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT

Reading Wrap-Up



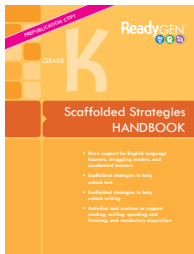
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Identify the main topic and key details in a text.  RI.K.2

Build fluency through oral reading.

 RF.K.4



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the main topic and key details in the text,

then...use the Reading Analysis lesson in small group to help them complete the Main Idea graphic organizer.

READING ANALYSIS

Display a completed main idea chart for pp. 34–39 of *Clothes in Many Cultures*. Read aloud the main topic and key details on the chart. Model how to find another key detail that supports the main topic on pp. 40–41. Read aloud the text. [Page 40 tells about office workers wearing business suits to their jobs. Page 41 shows an office worker wearing a suit in China. That's an example of the clothes people in another culture wear.](#) Display the remaining spreads one at a time and help children identify key details on the pages. Have them draw or write the details on their main idea chart.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 229–230)

ORAL READING

Distribute *I Can Read Reader 23* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “The Best Eggs.” Review the irregularly spelled words *has*, *they*, *to*, *from*, and *are*. [Let's read this story together. Follow along as I read.](#) Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- [Who has pet hens?](#) (Deb)
- [Who buys the eggs?](#) (Ned and Jen)
- [Circle the word that tells how many hens Deb has.](#)
- [Underline the word that tells how many eggs Ned gets.](#)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the main topic and key details in a text,

then...extend the Reading Analysis lesson by having them identify the main topic and key details in a text from the classroom library.

READING ANALYSIS

Provide pairs of children with familiar informational texts from the classroom library. Let each pair choose a book. Have partners review the book together and then summarize the main topic and some of the key details by drawing or writing on a Main Idea graphic organizer. Remind children to consider the following questions as they review the book.

- What is the main topic of the book? (Responses will vary.)
- What key details in the words tell more about the main topic? (Responses will vary.)
- What key details in the pictures tell more about the main topic? (Responses will vary.)

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 229–230)

ORAL READING

Distribute *I Can Read Reader 23* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “The Best Eggs.” Review the irregularly spelled words *has*, *they*, *to*, *from*, and *are*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- Who has pet hens? (Deb)
- Who buys the eggs? (Ned and Jen)
- Circle the word that tells how many hens Deb has.
- Underline the word that tells how many eggs Ned gets.



WRITING OBJECTIVES

Name the topic of an informative/explanatory text.



Print sentences using knowledge of uppercase and lowercase letters.



Writing

Informative/Explanatory Writing

NAME A TOPIC

TEACH Remind children that sometimes a writer writes an informative text. In an informative text, the writer gives information about a topic. A topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

The writer of an informative text wants readers to know what the topic of the text is. So the writer tells readers the topic. Generally readers do not have to guess what the topic is.

Point out that often the writer tells the topic in the title of the text. Remind children that the title is the name of the book or selection. Sometimes the writer tells the topic on the first page or near the beginning of the selection.

- What is the title of this selection?
- Does the title help you know what the selection is about?
- What do the words on the first page say?
- Do these words help you know what the selection is about?
- What is the topic of the selection?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children understand that the writer uses both the title and the words on the first page to tell readers what the topic of the selection is.

Display p. 33 and read aloud the title of the selection:

Clothes in Many Cultures

The writer tells in the title of the selection what the topic of the selection is. The title says the selection is about clothes in many cultures.

Display p. 34 and read the heading and sentence aloud:

Clothes to Wear

Around the world, everyone wears clothes for work or play.

The writer tells more about the topic in the first sentence of the text. Now readers know that the selection tells about cultures around the world.

Explain to children that they can use what they read in the title and what they read on the first page to name the topic of this selection. Together think of a way to say the topic, for example, *clothes that people wear in many cultures around the world*. Tell children that when they write their own informative text, they can tell the topic in the title and in the first sentence of the text.

CONVENTIONS Print Sentences

TEACH AND MODEL Write these sentences on the board:

Put on your coat.

I like those boots!


Will we wear hats?


Remind children that we print uppercase and lowercase letters to write words and that we use words to make sentences. Read the sentences aloud. Point to letters and have children identify them, for example, uppercase *W* or lowercase *t*. Point to words and have children read them.

APPLY Have children copy the first sentence onto p. 225 in their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of each word and between the words in the sentence. Check to see that children print an uppercase letter at the beginning of the sentence and put the correct punctuation mark at the end. For additional practice, have children copy the remaining sentences onto a separate sheet of paper.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Choose a topic for an informative/explanatory text and write to tell the topic.  W.K.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children that sometimes they will be asked to write an informative text. Before they can begin writing, they need to figure out the topic of their text. Sometimes a writing prompt will tell them what the topic of their informative writing will be. Other times they will choose the topic of their informative writing themselves. Show children steps they can use to name a topic.

- **Brainstorm**—Ask children to think of possible writing topics about clothes. Model how to name a topic, for example, school clothes. Write the topic on the board. Have children name as many topics as they can. Remind them to name topics that they know something about. List their ideas on the board, for example, clothes people wear on rainy days, getting dressed, summer clothes, costumes, shoes, and so on.
- **Narrow**—Review the topics with children. Point out which topics are too big (shoes) and which are too small (getting dressed). Cross those topics off the list.
- **Choose**—Ask children what information they know about the remaining topics. Encourage them to choose the topic that they think is most interesting and that they think readers will find interesting.

Circle the topic that children choose, for example, clothes people wear on rainy days. Display pictures of people wearing clothes on a rainy day. Ask children what sentence they could say about the clothes. Accept any sentences children offer, but guide them to a more general sentence, such as *On rainy days, people wear clothes that help keep them dry*. Point out that this sentence says what the topic is. Write the title *Rainy-Day Clothes* and under it the sentence *On rainy days, people wear clothes that help keep them dry*.

Explain to children that choosing a topic and saying what this topic is in a sentence are the first steps in writing an informative text.



Independent Writing Practice

BRAINSTORM Ask children to think about the different kinds of clothing that are discussed in the selection. Have them draw or write their ideas on a sheet of paper.

NARROW Have children review the clothes on their list and think about which would be the best topic for their writing.

CHOOSE Have children choose one kind of clothing to write about.

WRITE Have children use the name of the clothing as their topic and then dictate or write a complete sentence that tells the topic. Have children check to make sure their sentence begins with an uppercase letter, ends with the correct punctuation mark, and uses proper spacing between the letters and words.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

NAME A TOPIC Children may need to be reminded about how to find a topic. Explain that they can figure out what the topic of an informative text is by answering this question: *What is this text all about?* Remind children to look for clues in the title and the words at the beginning. Children can also look at the pictures and think about what all of them have in common.

STRATEGIC SUPPORT

CHOOSE A TOPIC Children who struggle with choosing a topic may work with a partner or in a small group as they brainstorm and then narrow their list of topics. The feedback given by peers will help children understand what is involved in judging the suitability of topics so that later they can make these decisions on their own.

**LESSON 8
OBJECTIVE**

Identify and describe text features.  **RI.K.5**

**READING
OBJECTIVES**

Ask and answer questions about key details in a text.

 **RI.K.1**

Engage in group reading activities.

 **RI.K.10**

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *Clothes in Many Cultures* and work through the lesson: *Readers understand that books on the same topic have similar and different features.*

**LESSON 8
FIRST READ**

Explore the Text

ENGAGE CHILDREN Display p. 33 in the *Text Collection*. Have children identify the main topic of *Clothes in Many Cultures* and tell one key detail they recall from the text. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read pp. 34–39 of *Clothes in Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the features of the text. Discuss the questions below with children.

- What details did you learn about parkas?
- In what part of the world do people wear sarongs?
- What questions do you have?

Have children use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 8
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details in the text and graphics. Use the following questions to lead the discussion.

- What is the heading for the section on pages 34–39? (Clothes to Wear) How does the heading help readers? (It tells them what this section is about.) **Craft and Structure**
- What clothes keep people warm on cold days? (parkas) What clothes keep people cool on hot days? (sarongs) **Key Ideas and Details**
- How does the photograph on page 37 support the text on page 36? (The photograph shows what parkas look like and how they can keep people warm in a cold place.) **Integration of Knowledge and Ideas**
- How do the map and label on page 38 support the photograph on page 39? (The label identifies the country that the people in the photograph come from. The map shows where that country is located in the world.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** The author uses the word *keep* on pages 36 and 38. We know that *keep* means “to have for a long time.” *Keep* can also mean “to cause to stay.” Which meaning does *keep* have on these pages? (to cause to stay)
- What features do this selection and the book *One Land, Many Cultures* have in common? (They both have title pages. They both have photographs. They both have maps with labels. They both tell information.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Help children understand that, as indicated by the -s ending, the word *clothes* is a plural word. However, the word has no singular form. *Clothe* is a word, but it is a verb, not a noun. Explain that *clothes* and *clothing* both mean “coverings for a person’s body.”


STRATEGIC SUPPORT

SYNONYMS/ANTONYMS Remind children that synonyms are words with similar meanings, and antonyms are words with opposite meanings. Help children find pairs of synonyms and antonyms on pp. 36 and 38. (synonyms: *warm/hot*, *cold/cool*; antonyms: *warm/cool*, *cold/hot*)

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

Identify and describe text features. 

BENCHMARK VOCABULARY

- parkas, p. 36
- sarongs, p. 38

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Clothes in Many Cultures*, pp. 33–39, with the words *parkas* and *sarongs*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *parkas*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *sarongs*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 223 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Have pairs of children look back in the selection to ask and answer questions about the text and graphics on pp. 34–39. Use the **Paired Discussion Routine** on pp. TR18–TR21. You may wish to provide a model through a think aloud, such as the following: *How does a sarong help keep people cool on hot days? The photograph on page 39 shows people wearing loose fabric. The fabric looks lightweight, so it is probably not very hot, and it protects them from the sun.*

After the pairs have asked and answered questions to find or to clarify information, review with children the strategies they used to confirm their understanding.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the maps in this selection are helpful to readers? Say your opinion.* (Possible responses: Yes, because they show where the countries that the people come from are located in the world. No, because the labels tell the people's countries, so the maps are not needed.)



Language Analysis

RECOGNIZE TEXT FEATURES Explain to children that an informational text has certain features. For example, an informational text always has a page that tells what the title is. It usually has photographs as well as words. An informational text will likely have other graphics such as maps and labels.

CITE TEXT EVIDENCE Display pp. 33–39 of *Clothes in Many Cultures* and ask children to identify the title page, heading, and graphics the writer uses. Write these text features in the left column of the T-Chart graphic organizer labeled *Text Feature* and *Purpose*. Use the following questions to help children discuss how we use these text features.

- What does the title page tell us?
- What information does the heading give us?
- How do the photographs help us?
- What information do the maps and labels give us?

T-Chart	

Independent Reading Practice

LANGUAGE ANALYSIS: RECOGNIZE TEXT FEATURES Have children work in pairs to fill in the *Purpose* column of the T-Chart graphic organizer with information about how each text feature is used.

WRITING IN RESPONSE TO READING Ask children to choose a photograph on pp. 34–39 and dictate or write a detail about the clothes the people are wearing on p. 227 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.


INDEPENDENT

Reading Wrap-Up



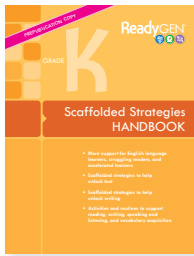
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Identify and describe text features.  RI.K.5

Ask and answer questions about key details in a text.

 RI.K.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... children struggle to identify text features and their purposes, **then...** use the Language Analysis lesson in small group to help them complete the T-Chart graphic organizer.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

LANGUAGE ANALYSIS

Read aloud the first text feature in the first column of the T-Chart. Model how to identify the information on the title page of the selection. *The title page tells me the title of the selection, **Clothes in Many Cultures**. The title and the photograph on the page tell me what the selection is about.* Write your ideas in the *Purpose* column of the chart. Continue with each of the other text features, asking children what they see and how they can use this information.

CLOSE READING WORKSHOP

SLEUTH WORK Read aloud “Fun with Marbles” on p. TR4 in this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

LOOK FOR CLUES *What is the goal of Ringer? What must the players do to win the game?* (The players must knock the most marbles out of the circle while keeping their shooters inside the circle.)

MAKE YOUR CASE *Do you think that marble games can become popular with kids again? Why or why not?* (Responses will vary.)

ASK QUESTIONS *What questions do you have about Shoot and Score that the text doesn’t answer?* (Responses will vary.)

PROVE IT! Ask children to use key details from the text to draw a picture that shows the setup for one of the marble games. Have children dictate or write phrases or short sentences to label parts of their picture.

EXTENSIONS

MONITOR PROGRESS

If...children can identify text features and their purposes,
then...extend the Sleuth activity by having children look for and discuss text features in the Sleuth selection and in an informational text from the classroom library.

LANGUAGE ANALYSIS


As a class, review the selection “Fun with Marbles” and identify its text features (title, two headings). Ask children what the title and headings tell them (title: what the selection is about; headings: the names of the games discussed in the sections). Then pair children and give each pair an informational text from the classroom library. Ask partners to identify text features in their book, such as the front cover, back cover, title page, headings, photographs, maps, and labels. Have them draw or write each text feature and then dictate or write the answers to the following questions.

- What is this text feature?
- What information can we find in this text feature?
- How does this text feature help us when we read this book?

You may wish to have children draw and write their answers on a graphic organizer like the one used earlier. Ask pairs to share their information with the class.

WRITING OBJECTIVES

Discuss how to find information about a topic.  W.K.8

Capitalize the first word in a sentence and the pronoun *I*.  L.K.2.a

Writing

Informative/Explanatory Writing

RESEARCH A TOPIC

TEACH Remind children that in an informative text, a writer gives information about a topic. The topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

Remind children that the first step in writing an informative text is to name a topic. The next step is to research the topic to find facts. When writers research, they look for information about their topic that they can use in their writing.

Writers look for information on Web sites on the Internet. They look in books and magazines at the library. They talk to experts, or people who know a lot about the topic. These Web sites, books, magazines, and experts are sources, or the places or people from which writers get their information.

Explain that writers often gather information from many sources. To help them remember the information, writers take notes, or write phrases or short sentences that tell the information. They also write notes about their sources so that they can remember where they got the information.

- What information does the selection tell?
- Where might the writer have looked to find this information?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children understand that the writer supplies information about a topic:

Parkas keep people warm on cold days.

The writer gives information. She could have found this detail on a Web site about clothes people wear in cold weather.

Sarongs keep people cool on hot days.

The writer gives more information. She could have gotten this detail by talking to one of the people in the photograph.

Explain to children that writers who write informative texts use facts, details, and examples to tell about their topic. Before they can begin writing, they research to find the facts, details, and examples they will use. Tell children that when they write their own informative text, they can research facts such as these about their topic to use in their writing.

CONVENTIONS Capitalize

TEACH AND MODEL Remind children that we always begin the first word in a sentence with an uppercase letter and that we always write the pronoun *I* using an uppercase *I*. Explain that these are two important capitalization rules that children have learned: Capitalize the first word in a sentence. Capitalize the pronoun *I*.

My aunt said I could wear her cape.

The first word in a sentence is always capitalized. The pronoun *I* is always written with an uppercase *I*.


APPLY On the board, write sentences with the pronoun *I* in different locations. Use lowercase letters for the initial letter in the first word in each sentence and the pronoun *i*. Have volunteers correct the sentences by erasing the incorrect lowercase letters and replacing them with the appropriate uppercase letters. Ask children to explain why they are writing uppercase letters in those places. Then have children write a sentence of their own using the pronoun *I* on p. 225 in their *Reader's and Writer's Journal*. Have partners check each other's writing for correct capitalization.



WRITING OBJECTIVES

Participate in a shared informative/explanatory research and writing task.

 W.K.7

Gather information about a topic from sources and take notes.  W.K.2, W.K.8

Informative/Explanatory Writing

SHARED RESEARCH

PREPARE TO WRITE Remind children that sometimes they will be asked to write an informative text. Before writers write an informative text, they first decide what their topic will be and then they research the topic. They look for information about the topic that they can use in their writing. Show children steps they can use to research a topic.

- **Recall Topic**—Display the sentence you wrote in the Shared Writing activity in Lesson 7. Read the sentence aloud. Help children recall the topic of the class informative text, for example, clothes people wear on rainy days. Remind children that the topic is what their writing will be about.
- **Find Sources**—Provide sources that tell about the topic, such as books that tell about clothes for different kinds of weather and photographs of people in rainy-day gear. Explain to children that the books and photographs are sources of information about their topic.
- **Look for Information**—Have children look through the books and study the photographs. Model identifying a fact about rainy-day clothes from the sources. *This photograph shows a man wearing a raincoat. The raincoat protects his clothes from the rain.* Write *raincoat* on the board. Ask children to identify other facts from the sources about the clothes people wear on rainy days. Write their ideas on the board. Explain that now children have information they can use to write about their topic.

Review the notes on the board. Discuss whether each fact tells about the topic. If it does not, erase it and explain why. *This fact tells about snowboots. Our topic is rainy-day clothes. We don't wear snowboots on rainy days.* Also connect each fact to the source it came from. *This fact says that people can use an umbrella on a rainy day. We saw a girl with an umbrella in this photograph.*

Discuss with children how reviewing the facts and their sources helps make sure they have the right information before they begin writing. Leave the list on the board to use in the next lesson.



Independent Writing Practice

RECALL TOPIC Ask children to recall the writing topic they chose in Lesson 7. Remind them that their topic is one of the kinds of clothing discussed in *Clothes in Many Cultures*.

FIND SOURCES Provide sources, including kindergarten-level books and Web sites, that tell about the different kinds of clothing discussed in *Clothes in Many Cultures*.

LOOK FOR INFORMATION Help children use the sources to find facts about the topic they chose.

WRITE Have children dictate or write notes about the information they found in the sources and where they found it. (I learned _____. I found it _____.)

USE TECHNOLOGY If available, have children use computers or electronic tablets to take notes. If they have access to a printer, have them print out their notes.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

RESEARCH Children may not be familiar with the word *research*. Point out that *research* has the word *search* in it and that *search* means “to look for something.” In this case, children are looking for information, or what is known, about a topic. Ask them what they know about school. Explain that their responses are information about a topic: school.

STRATEGIC SUPPORT

LOOK FOR INFORMATION For children who struggle to find a fact about their topic, demonstrate using a book, a photograph, or a Web site to find a fact. Explain what you are doing and why. Then monitor children's actions as they look for another fact about their topic.

LESSON

9

LESSON 9 OBJECTIVE

Ask and answer questions about an informational text.



READING OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *Clothes in Many Cultures* and work through the lesson: *Writers understand that explanatory texts contain information to give readers an understanding of a topic.*

EXPLORE POETRY Read aloud the poem “It’s a Small World” on pp. 60–61 in the *Text Collection*. Ask children how they know this is a poem. Have them identify the rhyming words at the ends of the lines and count the stanzas. Then have the class discuss what point the writers are making in the poem.

LESSON 9 FIRST READ

Explore the Text

ENGAGE CHILDREN Review the photograph on p. 33 in the *Text Collection* and have children recall the topic of the selection *Clothes in Many Cultures*. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read aloud pp. 40–43 of *Clothes in Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the differences in the clothes people wear. Discuss the questions below with children.

- What is the rancher wearing?
- What is the businesswoman wearing?
- What questions do you have?

Have children use p. 222 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 9
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the work clothes that people wear. Use the following questions to lead the discussion.

- What do office workers wear to their jobs? (business suits) What do ranchers wear when they work? (sturdy jeans) **Key Ideas and Details**
- Look at the map on page 40. What continent is China on? (Asia) How do you know? (The word *Asia* is highlighted on the map. So is the land that is Asia. The dot for China is on the highlighted land.) **Integration of Knowledge and Ideas**
- Where does the rancher in the photograph on page 43 live? (Australia) How do you know? (The label on page 42 says *Australia*. The word *Australia* and the country of Australia are highlighted on the map.) **Integration of Knowledge and Ideas**
- How does knowing about what office workers and ranchers wear help us understand the topic of the selection? (The topic of the selection is the clothes people wear in different cultures for different purposes. The office workers and ranchers live in two different cultures and wear different clothes for their jobs. This information supports the topic.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Help children understand the term *office workers*. Explain that while it is easy enough to tell that the term *office workers* means “people who work in offices,” the term covers a number of different jobs since most businesses or professions have offices where work is done.


STRATEGIC SUPPORT

MAP INFORMATION Children may not understand how the writer shows information on the maps. Have children compare the maps on pp. 40 and 42. Explain that a yellow dot shows where the country in the label is located. The continent where the country is located is colored blue, and the continent’s name is colored orange. Have children find the yellow dots, blue continents, and orange labels on the maps.

READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RI.K.4**

Use words acquired from texts.  **L.K.6**

Ask and answer questions about key details in a text.  **RI.K.1**

BENCHMARK VOCABULARY

- business suits, p. 40

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Clothes in Many Cultures*, pp. 40–43, with the word *business suits*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *business suits*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meaning of the selected word on p. 224 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE As a class, go back to the text to review the information about people and clothes on pp. 40–43 in *Clothes in Many Cultures*. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR22–TR25. Give children opportunities to express their ideas about this selection. Remind them to speak loudly and clearly so that others can hear and understand them. You may wish to provide a model through a think aloud, such as the following: *The text says that ranchers wear sturdy jeans. It also says they work outside. The picture shows a rancher throwing hay bales off a truck. I think being a rancher must be hard work.*

Next have children offer their ideas about other kinds of clothes that might be included in this section of the text and why.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Would you rather be an office worker in a business suit or a rancher in jeans? Say your opinion.* (Possible response: I would rather be an office worker in a business suit because then I would be working in a city.)



See **Routines** on pp. TR18–TR65.

Reading Analysis

ASK AND ANSWER QUESTIONS Explain that in informational texts, writers provide information and details about a topic. Good readers ask questions and look for answers to their questions as they read an informational text. Asking and answering questions about key details helps readers understand an informational text.

CITE TEXT EVIDENCE Display the T-Chart graphic organizer labeled *Questions* and *Answers*. Reread pp. 40–41 of *Clothes in Many Cultures*. Model how to ask a question about the text or graphics and look for an answer on the pages or in other sources. *What city in China is this office worker in? I can't tell from the photograph. The text doesn't tell me either. I will have to find the answer in other sources.* Record your question and answer on the chart. Have children offer their own questions and answers about the two pages. Record them on the chart.

T-Chart


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Independent Reading Practice


READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children work independently to ask questions about pp. 42–43 and offer answers they find in the selection or in other sources. Record their ideas on the chart.

WRITING IN RESPONSE TO READING *Why do you think the rancher needs to wear sturdy jeans?* Have children dictate or write their opinion and a key detail from the photograph that supports their opinion on p. 228 in their *Reader's and Writer's Journal*.



 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.

Reading Wrap-Up

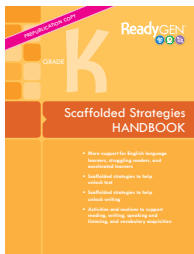
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Ask and answer questions about key details in a text.



Build fluency through oral reading.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to ask and answer questions about key details in a text,

then...use the Reading Analysis lesson in small group to help them grasp the concept.

READING ANALYSIS

Review the question and answer you wrote on the T-Chart graphic organizer. Model how to ask and answer another question about pp. 40–41: *This is my question: Why do office workers wear business suits to their jobs?* I look at the words and photograph on the pages, but they don't answer my question. I will have to find the answer in other sources. I might look online or perhaps I could ask some office workers. Record your question and answer on the T-Chart. Display pp. 42–43 and guide children to ask and answer their own questions. You may wish to ask questions and have children find the answers. Record the questions and answers on the T-Chart.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 229–230)

ORAL READING

Have children revisit their *I Can Read Reader 23*. Review story words that they may need help reading: *has, they, to, from, and are*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the following activities.

- What do the hens do? (They lay eggs.)
- Who helps Deb get the eggs? (Jess)
- Circle the word that tells what Deb and Jess do with the eggs.
- Underline the word that Ned and Jen use to describe the eggs.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions about key details in a text,

then...extend the Reading Analysis lesson by having them ask and answer questions about a text from the classroom library.

READING ANALYSIS

Have children choose a familiar book from the classroom library and review the text and illustrations. Remind them that they can ask questions about the book and then answer the questions by looking at the pictures and words. Suggest that children begin by asking and answering these questions:

- **What is the topic of the book?** (Responses will vary.)
- **How do the graphics help readers?** (Responses will vary.)

Have children ask and answer their own questions about their book. Have them draw, dictate, or write the questions and answers on a T-Chart like the one used earlier. Then ask children to share their books and questions and answers with the class.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 229–230)

ORAL READING

Have children revisit their *I Can Read Reader 23*. Review story words that they may need help reading: *has*, *they*, *to*, *from*, and *are*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the following activities.

- **What do the hens do?** (They lay eggs.)
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- **Underline the word that Ned and Jen use to describe the eggs.**



WRITING OBJECTIVES

Discuss how writers use information to tell about a topic.



Recognize and use end punctuation.



Writing

Informative/Explanatory Writing

TELL INFORMATION

TEACH Remind children that in an informative text, the writer gives information about a topic. A topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

The writer of an informative text wants to tell readers about a particular topic. The writer tells readers about the topic by telling information about the topic. For example, if the topic of the informative text is jeans, the writer might tell that jeans were invented in 1873; that jeans were first worn as work clothes by miners, cowboys, and other workers; and that jeans first became popular with teenagers in the 1950s. These are three facts, details, and examples about jeans.

Writers gather this kind of information from different sources, such as Web sites, books, magazines, and experts. They take notes about the information and the sources to help them remember both. Then they decide which information they will include in their informative text.

- What is the topic of this selection?
- What facts about the topic does the writer tell?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children recall the topic of the selection, clothes that people in different cultures wear, and identify information that the writer decides to supply about the topic.

Display p. 40 and read aloud the sentence:

Office workers wear business suits to their jobs.

The writer chooses an example of clothing office workers wear when they work.

Display p. 42 and read aloud the sentence:

Ranchers wear sturdy jeans when they work outside.

The writer chooses an example of clothing ranchers wear when they work.

Explain to children that writers who write informative texts use facts, details, and examples to tell about their topic. First, they research to find the information they need. Then they choose which facts, details, and examples they will use in their writing. Tell children that when they write their own informative text, they can choose facts from their research to use as they write their text.

CONVENTIONS End Punctuation

TEACH AND MODEL Remind children that a sentence always has a punctuation mark at the end. A sentence ends with a period, a question mark, or an exclamation mark. A sentence that tells something or that makes a request or gives a command ends with a period. A sentence that asks a question ends with a question mark. A sentence that expresses strong feeling ends with an exclamation mark.


She has red shoes. Put the bag here.
Where is my coat? That hat is huge!

Every sentence has end punctuation. The end punctuation mark is always a period, a question mark, or an exclamation mark.

APPLY Write a variety of sentences on the board, leaving off the end punctuation. Read aloud each sentence and ask children whether the sentence is a telling sentence, a question, a command, or an exclamation. Have them tell what punctuation mark you should put at the end of the sentence. Add the punctuation mark that they indicate. Then have children write the following sentence on p. 226 in their *Reader's and Writer's Journal*, adding the correct end punctuation: *What will you wear.*



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Write facts to supply information about a topic.  W.K.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children that before writers write an informative text, they first decide what their topic will be and then they look for information about the topic. Next, they review the information they find and decide which facts, details, and examples they will use in their writing. Show children steps they can use to supply information about a topic.

- **Recall Topic**—Remind children of the topic they chose in the Shared Writing activity in Lesson 7, for example, clothes people wear on rainy days. Display the title and sentence you wrote to name the topic and read them aloud.
- **Review Notes**—Remind children that they looked for information about this topic in sources that you provided. Refer children to the list of facts on the board that you wrote in the Shared Writing activity in Lesson 8. Read the list aloud. Point out that children found this information in the sources they looked at earlier. Note that the facts on the list all tell about the topic: clothes people wear on rainy days.
- **Choose**—Help children choose two or more of the facts that they think are the best or the most important or would be most interesting to readers. Circle the facts that children choose. Have the class discuss why they chose these facts.

Model how to write the facts that children chose as complete sentences. For example, *People sometimes wear raincoats and rain boots. People can also use an umbrella to help keep dry.* Add the sentences to the title and topic sentence you wrote in Lesson 7. Read the entire informative text aloud.

Explain to children that choosing a topic, researching information about the topic, and choosing which information to tell about the topic are important steps in writing an informative text.



Independent Writing Practice

RECALL TOPIC Ask children to recall the writing topic they chose in Lesson 7. Remind them that their topic is one of the kinds of clothing discussed in *Clothes in Many Cultures*.

REVIEW NOTES Have children review the notes they took about their topic as they looked for relevant information in the sources you provided in Lesson 8.

CHOOSE Ask children to choose one fact about their topic from their notes.

WRITE Have children dictate or write a complete sentence using the fact about their topic. Have children check to make sure they used the correct punctuation mark at the end of their sentence. Have them add the sentence to their writing from Lesson 7.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write their fact. If they have access to a printer, have them print out their fact to add to their title and topic sentence from Lesson 7.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

INFORMATION ABOUT TOPIC Children may need more practice with identifying facts that tell about a topic. Offer them a topic that they know about, for example, hats worn for work. Say two facts: *Cowboys wear hats. Some hats are made of straw.* After each fact, ask children: *Does this tell about hats worn for work?* Help them see that although both facts tell about hats, only the first one tells about hats worn for work, which is the topic.

STRATEGIC SUPPORT

CHOOSE INFORMATION Children may not understand that they do not need to, nor should they, include all the information they find about a topic in their writing. Explain that when writers research, they usually gather more information than they will actually use. That way, they can choose the facts, details, and examples that work best in their informative text.

**LESSON 10
OBJECTIVE**

Make connections between two individuals, events, ideas, or pieces of information in a text.

**READING
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *Clothes in Many Cultures* and work through the lesson: *Writers understand that explanatory texts contain information to give readers an understanding of a topic.*

**LESSON 10
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review the title and photograph on p. 33 in the *Text Collection* and have children recall what *Clothes in Many Cultures* is about. Remind them of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read pp. 44–51 of *Clothes in Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the additional details about clothes and cultures that the writer provides. Discuss the questions below with children.

- What does a kilt look like?
- What might you wear that is fancy?
- What questions do you have?

Have children use p. 222 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 10
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on what they learn on the pages. Use the following questions to lead the discussion.

- What do brides and grooms wear on their wedding day? (fancy clothes)
What do American Indians wear to dance at powwows? (bright colors)
What do Scottish men wear in parades and at ceremonies? (kilts)

Key Ideas and Details

- Where do the bride and groom in the photograph on page 45 live? (India) How do you know? (The label for the photograph on p. 44 says *India*.) **Integration of Knowledge and Ideas**

- What continent is the country of Scotland on? (Europe) How do you know? (The word *Europe* is highlighted on the map on p. 48. So is the land that is Europe. The dot for Scotland is on the highlighted land.)

Integration of Knowledge and Ideas

- **BY-THE-WAY WORDS** The writer says Scottish men wear kilts in parades. If you don't know what the word *parades* means, what can you do to help you figure out the meaning? (I can think about what I already know. I've seen the Fourth of July parade in our town. I can look up the word in a dictionary. I can ask someone who would know, such as my teacher.)
- How does the information that the writer gives on these pages help you understand the topic? (By telling about and showing traditional clothes in three different cultures, the writer is telling information about the topic: the clothes people wear in cultures around the world.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Help children understand the word *Scottish*. Explain that the name of the country is *Scotland*. The word *Scottish* is a describing word. It is used to describe anyone or anything that is from or belongs to Scotland: Scottish customs, Scottish towns, Scottish women.


STRATEGIC SUPPORT

VOCABULARY Children may not understand the phrase “bright colors” on p. 46. Explain that the word *bright* has more than one meaning. It can mean “giving off much light,” as in *bright stars*. It can mean “smart,” as a *bright student*. It can also mean “clear and strong.” *Bright colors* are vivid colors that stand out. Have children find examples of bright colors in the classroom.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

Describe the connections between people in a text. 

BENCHMARK VOCABULARY

- brides, p. 44
- grooms, p. 44
- wedding, p. 44
- kilts, p. 48

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Clothes in Many Cultures*, pp. 44–51, with the words *brides*, *grooms*, *wedding*, and *kilts*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *brides*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *grooms*, *wedding*, and *kilts*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 224 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Display pp. 46–47 of *Clothes in Many Cultures*. Have pairs of children discuss the text and photograph on these pages and imagine what it would be like to be at this powwow. Encourage children to express their thoughts and ideas. Use the **Paired Discussion Routine** on pp. TR18–TR21 to help guide partners' discussions. You may wish to provide a model through a think aloud, such as the following: *I can hear the thumping of drums and the chanting of the drummers. I can see the girls swaying and turning as they dance to the steady beat in their brightly colored clothes.*

After pairs have discussed these pages, have volunteers share some of their thoughts, feelings, and ideas with the class. Remind children to speak audibly and clearly so that others can hear and understand them.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Which would you most like to see—the Indian wedding, the American Indian powwow, or the Scottish celebration? Say your opinion.* (Possible response: I would most like to see the Indian wedding because I want to find out what this kind of wedding is like.)



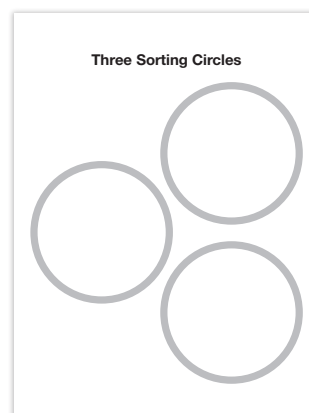
See **Routines** on pp. TR18–TR65.

Reading Analysis

MAKE CONNECTIONS Explain that writers want readers to make connections between the people, events, and ideas in an informational text. Usually writers provide information that helps readers make these connections, but sometimes readers make connections on their own. Making connections helps readers better understand an informational text.

CITE TEXT EVIDENCE Display the Three Sorting Circles graphic organizer. Use the following questions to guide children to make connections between the Indian clothes on pp. 44–45 and the American Indian clothes on pp. 46–47. Record children’s ideas in the top circle.

- How do the Indian clothes and the American Indian clothes look alike? How do they look different?
- What are the people doing? How are the people and the events similar and different?




Independent Reading Practice

READING ANALYSIS: MAKE CONNECTIONS Have children work together to make connections between the American Indian clothes and the Scottish clothes and between the Scottish clothes and the Indian clothes. Write children’s ideas in the two lower circles.


WRITING IN RESPONSE TO READING Have children review the three kinds of clothing. Ask them to choose one and dictate or write how their own clothes are similar to or different from that clothing on p. 228 in their *Reader’s and Writer’s Journal*.



 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT

Reading Wrap-Up

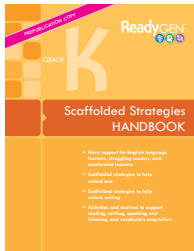
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Describe the connections between people in a text.



Ask and answer questions about key details in a text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to identify and describe the connections between people in a text,

then...use the Reading Analysis lesson in small group to help them understand how to make a connection.

If...children need extra support to understand the selection,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Explain to children that to make a connection between two kinds of clothes in the text, they should first look for ways the clothes are alike or different. Model how to make a connection between American Indian clothes and Scottish clothes. Display the photographs on pp. 47 and 49 and point out that both kinds of clothes include skirts. Record this in the lower left circle of the graphic organizer. Then ask children to compare and contrast the clothes. Prompt them with questions if necessary.

CLOSE READING WORKSHOP

REVISIT *Clothes in Many Cultures* Read pp. 44–45 of *Clothes in Many Cultures*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about the two people in the photograph? (They are a bride and a groom on their wedding day. They are Indian.)
- 2 Do you think this is an important occasion for these two people? Use details from the words and picture to support your opinion. (Possible response: Yes, because they look serious and they are wearing traditional clothes and having a traditional ceremony.)
- 3 Think of one question about this part of the selection to ask a partner. Remember that you can use the words and picture in the selection to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to describe the connections between people in a text,

then...extend the Reading Analysis lesson by having children make connections between one of the kinds of traditional clothing in the selection and another kind of traditional clothing that they know well or have read about in classroom library books.

READING ANALYSIS

Have children choose one kind of traditional clothing from the selection and review what they know about it by looking at the text and photograph. Then have them choose another kind of traditional clothing that they are familiar with from real life or from books. Ask children to draw pictures of the two kinds of clothing. Then have them use the pictures to make connections. Ask children to draw, dictate, or write their ideas on another sheet of paper. Remind them that they can make connections between the two kinds of clothing by answering questions such as these:

- How do the traditional clothes of the ____ and the traditional clothes of the ____ look alike? How do they look different? (Responses will vary.)
- What are the people in the ____ clothes doing? What are the people in the ____ clothes doing? How are the people and the events similar and different? (Responses will vary.)

Have children take turns sharing their pictures and connections with the class.

WRITING OBJECTIVES

Introduce revising informative/explanatory writing.



Discuss how adding details can add more information.



Recognize and use end punctuation in sentences.



Writing

Informative/Explanatory Writing

REVISE TO ADD INFORMATION

TEACH Remind children that in an informative text, a writer gives information about a topic. The topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

Explain to children that when writers **revise**, or change, their writing, they look for ways to improve their writing, or make it better. Writers who write informative texts want the ideas in their writing to be clear and interesting to readers.

When writers revise, they may take out a sentence that does not belong because it is not about the topic. They may combine two sentences that tell about the same idea. Or they may add more facts, details, or examples to help explain the topic or to make an idea clearer.

- What detail does the writer give about brides and grooms in India on page 44?
- What detail does the writer give about American Indians at powwows on page 46?
- Why do you think the writer added these details to her writing?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children understand that not only does the writer use details to tell about her topic, but she also carefully chooses the details she uses.

On page 44, the writer could have said, “Brides and grooms wear fancy clothes.” Why do you think the writer added the phrase “on their wedding day” to the end of the sentence?

Brides and grooms wear fancy clothes **on their wedding day**.

The writer adds a phrase to give more information. “On their wedding day” tells when brides and grooms wear fancy clothes.

On page 46, the writer could have said, “American Indians wear colors to dance at powwows.” Why do you think the writer added the word *bright* before the word *colors*?

American Indians wear **bright** colors to dance at powwows.

The writer adds a word to give more information. *Bright* describes, or tells more about, the colors.

Explain to children that writers who write informative texts use facts, details, and examples to tell about their topic. When they revise their writing, writers often add details to tell more. Tell children that when they write an informative text, they can revise their writing by adding a word, phrase, or sentence that tells more information about their topic.

CONVENTIONS End Punctuation

TEACH AND MODEL Remind children that a sentence always has a punctuation mark at the end. A sentence ends with a period, a question mark, or an exclamation mark. A sentence that tells something or that makes a request or gives a command ends with a period. A sentence that asks a question ends with a question mark. A sentence that expresses strong feeling ends with an exclamation mark.


We wear clothes. Take off that hat.
Is that a kilt? I like this dress!

Every sentence has end punctuation. The end punctuation mark is always a period, a question mark, or an exclamation mark.

APPLY Write the example sentences on the board. Have volunteers point to and identify each end punctuation mark. Write a variety of sentences on the board, leaving off the end punctuation. Have volunteers add the correct punctuation mark at the end of each sentence. Then have children write the following sentence on p. 226 in their *Reader's and Writer's Journal*, adding the correct end punctuation: *He needs new socks.*



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Revise by writing an additional detail about a topic.

 W.K.2, W.K.5

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO REVISE AND WRITE Remind children that after writers write, they revise their writing. Display the photograph on p. 33 in the *Text Collection*. Write the following sentence on the board: *People wear flowers*. Read the sentence aloud to children. *How can we revise this sentence? What can we do to improve it, or make it better?* Show children steps they can use to revise writing.

- **Reread**—Tell children that the first step in revising is reading the writing. Read the sentence aloud again, and have children repeat it several times. Ask them what they think about the sentence.
- **Peer Review**—Explain to children that letting others read and review what they wrote can help them improve their writing. Reviewers may see things that writers have missed. Reviewers can ask questions and make suggestions. Role-play a reviewer and give your opinion about the sentence. *I think this sentence is too short. I want to know more.*
- **Ask**—Have children think about their opinion and the reviewer's opinion of the sentence. Have them ask themselves what they need to do to revise the sentence. Guide them to see that they need to add more details.

Display the photograph again. Model how to find a detail in the picture and add it to the sentence. *I think we should tell more about the people. They are in Hawaii. I'll add the phrase in Hawaii after the word People.* Read the new sentence aloud. Have children choose a word that adds a detail about the flowers, for example, *colorful*, *beautiful*, or *purple*. Add the word and read the revised sentence, for example, *People in Hawaii wear colorful flowers*.

Discuss with children how revising the sentence by adding details not only adds more information but also makes the sentence more interesting to read.



Independent Writing Practice

REREAD Have children reread the fact about a kind of clothing that they wrote in Lesson 9.

PEER REVIEW Have children ask a partner to read their fact. Partners can ask questions and make suggestions to the writers.

ASK Tell children to ask themselves, “What would make my writing better? Should I add more details?” If they answer yes, they should look for details to add.

REVISE AND WRITE Have children revise their writing by adding another detail about their topic using *Clothes in Many Cultures* as their source. Have children check to make sure they have used complete sentences with proper punctuation.

USE TECHNOLOGY If available, have children use computers or electronic tablets to revise their writing. If they have access to a printer, have them print out their revised writing.

Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

REVISE Children may not be familiar with the concept of revising. Explain that writers always revise, or change, their writing, and one way they revise is by adding. Write simple sentences, such as *The girl has a hat*. Ask children to think of words to add to the sentence, such as *tiny* and *huge*, to tell more about the girl and the hat. Read aloud both sentences and ask children why the second sentence is better than the first.

STRATEGIC SUPPORT

ADD DETAILS Pair children who struggle with adding details to their writing with more proficient writers. These writers can show how they revised their own writing, specifically, how they looked for, chose, and wrote their additional details. Then they can guide their partners through a similar process to help them write their details.

LESSON 11 OBJECTIVE

Compare and contrast two texts on the same topic.



READING OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you compare and contrast the texts from Unit 4, Module B: *Readers understand that books on the same topic have similar and different features.*

LESSON 11

FIRST READ

Explore the Text

ENGAGE CHILDREN Display the front cover of *One Land, Many Cultures*. Ask volunteers to share something they recall about the book. Then display p. 33 in the *Text Collection*. Ask volunteers to share something they recall about the selection *Clothes in Many Cultures*. Remind children of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Reread *One Land, Many Cultures* and *Clothes in Many Cultures* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on how the topics and features of the texts are similar and different. Discuss the questions below with children.

- How are the maps similar in each text?
- How are the pictures different in each text?
- What questions do you have?

Have children use p. 231 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 11
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on how the two texts are alike and different. Use the following questions to lead the discussion.

- *Are One Land, Many Cultures and Clothes in Many Cultures stories or informational texts?* (informational texts) *How do you know?* (They both give information about a topic.) **Craft and Structure**
- *What is the topic of One Land, Many Cultures?* (all the places that the children in a neighborhood come from and the different foods from their cultures) *What is the topic of Clothes in Many Cultures?* (the different kinds of clothes that people in cultures around the world wear) *How are these topics alike?* (They are both about people from different cultures around the world.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Both writers use the word *different* in their texts. *What clues in the texts can you use to understand what different means?* (One text tells about foods. Each food is not the same as the other foods. They are different. The other text tells about clothes. Each kind of clothing is not the same as the other kinds. They are different.)
- Compare and contrast the text features in the texts. *What text features do they both have?* (They both have titles, photographs, maps, and labels.) *What text features does One Land, Many Cultures have that Clothes in Many Cultures does not have?* (boldfaced words, Fun Facts, glossary) *What text feature does Clothes in Many Cultures have that One Land, Many Cultures does not have?* (headings) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


COMPARE AND CONTRAST Remind children that when we compare, we tell how things are alike, or the same, and when we contrast, we tell how things are different, or not the same. Hold up an apple and a banana. *How are these alike? What is the same about them?* (foods, fruits) *How are they different? What is not the same about them?* (red/yellow, round/long)


STRATEGIC SUPPORT

WHERE IN THE WORLD Help children locate all the places discussed in the two texts. Read aloud the name of each country and together find it on a world map. Have a volunteer mark the location with a self-stick note. After all the countries have been located, ask children which countries appear in both texts. (United States, Colombia, China)

READING OBJECTIVES

Ask and answer questions about unknown words in a text.  RI.K.4

Use words acquired from texts.  L.K.6

Compare and contrast the main topics and details in two texts.  RI.K.9

BENCHMARK VOCABULARY

- vegetable rolls, p. 8
- hummus, p. 10
- flatbread, p. 10
- sturdy, p. 42
- fancy, p. 44

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures* with the words *vegetable rolls*, *hummus*, and *flatbread*. Then find and read aloud the sentences from *Clothes in Many Cultures* with the words *sturdy* and *fancy*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *vegetable rolls*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *hummus*, *flatbread*, *sturdy*, and *fancy*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 233 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE In small groups, have children go back to *One Land, Many Cultures* and *Clothes in Many Cultures* to ask and answer questions about the text and graphics. Use the **Small Group Discussion Routine** on pp. TR26–TR29. You may wish to provide a model through a think aloud, such as the following: *How are Chinese and American cultures alike? On page 40 in Clothes in Many Cultures, we learned that office workers in China wear business suits. I have seen office workers in the United States wear business suits, so that is the same.*

Then review with children the strategies they used to confirm their understanding.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Which text did you think was more interesting? Why?* (Possible response: I thought *One Land, Many Cultures* was more interesting. It told about foods that are new to me, such as codfish fritters. It made me want to try them.)



See **Routines** on pp. TR18–TR65.

Reading Analysis

COMPARE AND CONTRAST Remind children that informational texts have main topics and details. The main topic is the most important idea that the author wants readers to know. Details are the information that the author uses to support, or help prove, the main topic. After you read two informational texts, you can tell how the main topics and details in the texts are alike and different.

CITE TEXT EVIDENCE Display the T-Chart graphic organizer with the titles of the two texts as the headings. Explain that children can use the T-Chart to compare (tell how things are alike) and contrast (tell how things are different). Use the following questions to help children identify the main topic and supporting details in each text. Record their ideas on the chart.

- What is the most important idea that the author of this text wants us to know? What is the main topic?
- What information and details does the author give to support the main topic?

T-Chart

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Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children use the completed T-Chart to talk about how the main topics and details in the two texts are alike and different.

WRITING IN RESPONSE TO READING Ask children to choose one detail from the T-Chart and dictate or write about it on p. 237 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.


INDEPENDENT


Reading Wrap-Up

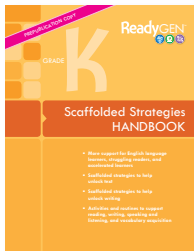


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

READING OBJECTIVES

Compare and contrast the main topics and details in two texts.  RI.K.9

Ask and answer questions about key details in a text.  RI.K.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare and contrast the main topics and details of the texts,

then...use the Reading Analysis lesson in small group to help them complete the T-Chart.

If...children need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Review the information on the T-Chart. Model how to use it to compare and contrast the texts' main topics and details. For example, point to the two main topics and note that both involve telling about different cultures. That is one way the two texts are alike. Point to the details and note that one text tells about a group of children in a classroom while the other text does not. That is one way the two texts are different. Help children think of other ways the texts are alike and different.

CLOSE READING WORKSHOP

REVISIT *One Land, Many Cultures* Read pp. 18–19 of *One Land, Many Cultures*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about the children's food celebration? (Possible responses: They have it at school. There are 25 different dishes. The dishes include wontons, pierogis, empanadas, and hummus.)
- 2 Do you think the children are excited about the food celebration? Use details from the words and picture to support your opinion. (Possible response: Yes, the exclamation marks on the sentences show that they are excited.)
- 3 Think of one question about this part of the book to ask a partner. Remember that you can use the words and picture in the book to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children can compare and contrast the main topics and details in the two texts,

then...extend the Reading Analysis lesson by having children compare and contrast two other informational texts with a similar topic.

READING ANALYSIS

Show children two familiar informational texts from the classroom library that have a similar topic, such as animals, plants, weather, space, or cultures. Have them work together to decide on the main topic and supporting details in each book. Use the following questions to help children look for this information.

- What is the most important idea that the author of this book wants us to know? What is the main topic of the book? (Responses will vary.)
- What information does the author give to support the main topic? What details tell more about the main topic? (Responses will vary.)

Give children the T-Chart graphic organizer to complete based on the group discussion. Have them write the titles of the books as the headings on the chart and then draw or write the main topic and details for each book in the column under its title.

Have children use their charts to compare and contrast the two books, just as they did with *One Land, Many Cultures* and *Clothes in Many Cultures*. After children have finished, ask them to share at least one comparison and one contrast with the class.

WRITING OBJECTIVES

Discuss how writers compare and contrast information in informative/explanatory writing.



W.K.2

Write letters for sounds to spell simple words.



L.K.2.C, L.K.2.d

Writing

Informative/Explanatory Writing

COMPARE AND CONTRAST

TEACH Explain to children that when writing an informative/explanatory text, a writer sometimes compares and contrasts two people, animals, places, events, or ideas. When writers compare, they tell how the two things are alike, or the same. When writers contrast, they tell how the two things are different, or not the same.

For example, a writer might compare Alaska and Hawaii by explaining that they are both states. She is telling one way that Alaska and Hawaii are alike, or the same. The writer might contrast Alaska and Hawaii by explaining that Alaska is cold and Hawaii is warm. She is telling one way that Alaska and Hawaii are different, or not the same.

Writers compare and contrast to help readers see connections between people, animals, places, events, or ideas. Writers also compare and contrast to organize the details they provide in an informational text. Comparing and contrasting make it easier for readers to understand and remember the information they read.

- What details does the author give in *One Land, Many Cultures* that you can use to compare and contrast?
- What details does the author give in *Clothes in Many Cultures* that you can use to compare and contrast?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

MODEL Through the discussion, help children see how both writers provide information that can be used to compare and contrast.

Display p. 20 of *One Land, Many Cultures*. Read aloud the sentences and demonstrate how to compare and contrast using the details:

... we learned the United States was made great by immigrants. Over the history of our country, people from many nations came to America for a better life and helped build this country.

The immigrants all came to the United States. The immigrants came from many different nations.

Display pp. 36 and 38 of *Clothes in Many Cultures*, read aloud the sentences, and demonstrate how to compare and contrast using the details:

Parkas keep people warm on cold days.

Sarongs keep people cool on hot days.

The places people live affect the clothes they wear. People in cold places may wear parkas. People in hot places may wear sarongs.

Explain to children that writers often compare and contrast in an informative text or offer information that readers can compare and contrast. Readers make connections between people, animals, places, events, or ideas when they compare and contrast. Tell children that after they read two informative texts that have a similar topic, they can write their own informative text to tell how the two selections are similar and different.


CONVENTIONS Spelling


TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *hen*. Have children repeat the word after you. Then segment the sounds in the word as you write *h*, *e*, *n* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 235 in their *Reader's and Writer's Journal*.

APPLY Have children listen as you say the word *pin*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *sob*. Have partners check each other's spelling. Then have children choose one of the three words and use it to write a complete sentence of their own.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Write an informative/explanatory text to compare and contrast information.  W.K.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to compare and contrast when they write. Remind them that when they compare, they tell how things are alike, and when they contrast, they tell how things are different. Show children what they can do when they are asked to compare and contrast in their writing.

- **Find the Topic**—Explain to children that sometimes a writing prompt will tell them exactly what they are supposed to compare and contrast. For example, they might be asked to compare and contrast spring and fall. Other times the writing prompt will tell them to choose. For example, they might be asked to compare and contrast two texts. Then children will need to choose the specific topic for their writing. Model how to choose a topic for the class writing. Choose two familiar stories from the classroom library, such as “The Ant and the Grasshopper” and “The Tortoise and the Hare,” for the class to write about. Display the stories.
- **Look for Similarities**—Once children know what two texts they are comparing and contrasting, they need to brainstorm similarities and differences. Suggest that they start with similarities. Model how to identify similarities between the two stories. *They are both about animals. They both have illustrations that show what happens.* Write the similarities on the board. Then have children identify other similarities between the two stories. Write their ideas in a list on the board.
- **Look for Differences**—Explain that next, children need to brainstorm differences. Model how to identify differences between the two stories. *One is about a race and one is about gathering food for winter. One has colorful pictures and one has black-and-white drawings.* Write the differences in a separate list on the board. Then have children identify other differences between the two stories. Write their ideas on the board.

Choose at least two similarities and two differences that children offer and write them as complete sentences to make a compare-and-contrast paragraph. Read the paragraph aloud. Discuss with children what the details tell them about the two stories.

Explain to children that comparing and contrasting are ways that writers provide information and help readers make connections between texts.



Independent Writing Practice

FORMATIVE ASSESSMENT Have children compare and contrast the ways in which the author of *One Land, Many Cultures* and the author of *Clothes in Many Cultures* present information in their texts.

LOOK FOR SIMILARITIES Ask children to think about how the authors of the two texts present information in similar ways.

LOOK FOR DIFFERENCES Ask children to think about how the authors of the two texts present information in different ways.

WRITE Have children draw and write the similarities and differences on the T-chart with the headings *Alike* and *Different* on p. 238 in their *Reader's and Writer's Journal*. Remind them to sound out words that are difficult to spell.



USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPARE AND CONTRAST Children may not be familiar with the words *compare*, *contrast*, *similarities*, and *differences*. Write *compare*, *similarities*, *alike*, and *same* in one list and *contrast*, *differences*, *different*, and *not the same* in another list. Use the words as you talk about two pictures. *Let's compare these pictures. How are they alike? How are they the same? Now let's contrast these pictures. How are they different? How are they not the same?* Repeat with other pairs of pictures.

STRATEGIC SUPPORT

COMPARE AND CONTRAST Pair children who struggle to think of similarities and differences with children who are more proficient at comparing and contrasting. Have partners work together to review the two texts, evaluate the authors' methods, and complete the T-chart. Suggest that children have one partner focus on similarities while the other focuses on differences.

**LESSON 12
OBJECTIVE**

Identify the reasons an author gives to support a point in an informational text.

**READING
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you review *One Land, Many Cultures* and *Clothes in Many Cultures*: *Learners understand that learning about people's traditions helps us understand their culture.*

LESSON 12
FIRST READ

Explore the Text

ENGAGE CHILDREN Display the front cover of *One Land, Many Cultures* and the first page of *Clothes in Many Cultures* on p. 33 in the *Text Collection*. Ask children how they know that each is an informational text. Make sure children mention main topics, information, and supporting details. Then remind children of the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Take a picture walk through *One Land, Many Cultures* and *Clothes in Many Cultures*. Display each photograph one at a time and have children use the photograph to retell that part of the text. Discuss the questions below with children.

- What was something you liked learning in *One Land, Many Cultures*?
- What was something you liked learning in *Clothes in Many Cultures*?
- What questions do you have?

Have children use p. 232 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.

LESSON 12
SECOND READ

Close Reading

CITE TEXT EVIDENCE Reread pp. 20–21 of *One Land, Many Cultures*. Use the following questions to lead the discussion.

- What do the children learn after trying many new foods at their food celebration? (They learn that the United States was made great by immigrants.) **Key Ideas and Details**
- How have immigrants helped make the United States a great country? (They helped build the country by sharing their foods and traditions with others.) **Key Ideas and Details**
- The narrator says the immigrants came to the United States for a better life. What does that mean? (They came because they wanted the chance to have a different life than the one they would have had in the nations they came from.) **Craft and Structure**

Reread pp. 50–51 of *Clothes in Many Cultures*. Use the following questions to lead the discussion.

- The author tells the main point of the selection in this sentence: “Clothes are different around the world.” Why does the author put this sentence here? (It is the end of the selection. Authors often retell their main point at the end of their writing.) **Craft and Structure**
- Look at the heading and the second sentence on page 50. Whom is the author talking to when she says *your* and *you*? (the reader) **Craft and Structure**
- How does the photograph on page 51 go with the text on page 50? (The photograph shows a child in American clothes. This child represents the reader that the author is talking to on page 50.) **Integration of Knowledge and Details**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


VOCABULARY Remind children that the word *cultures* is important to understanding the content of both texts. Review the meaning of the word and make sure children understand what is meant by *way of life*, *customs*, and *traditions*—the components of a culture.


STRATEGIC SUPPORT

TALKING TO THE READER Explain to children that writers sometimes talk directly to their readers, as the writer of *Clothes in Many Cultures* does. Asking readers a question is a way to get them to think about what the writer is saying. In this text, the writer wants children to think about how their clothes compare to those they have read about in the selection.

READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RI.K.4**

Use words acquired from texts.  **L.K.6**

Identify the reasons an author gives to support a point in a text.  **RI.K.8**

BENCHMARK VOCABULARY

- meat patties, p. 14
- codfish fritters, p. 14
- sauerkraut, p. 15
- empanadas, p. 16
- ranchers, p. 42

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *One Land, Many Cultures* with the words *meat patties*, *codfish fritters*, *sauerkraut*, and *empanadas*. Then find and read aloud the sentence from *Clothes in Many Cultures* with the word *ranchers*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR46–TR51, teach the meaning of *meat patties*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *codfish fritters*, *sauerkraut*, *empanadas*, and *ranchers*.

MONITOR PROGRESS Have children show understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 234 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



Text-Based Conversation



COLLABORATE Review what children learned from the two texts about people and cultures around the world. Use the **Whole Class Discussion Routine** on pp. TR22–TR25. Give children opportunities to express their thoughts and feelings about the texts. Remind them to speak audibly and clearly so that others can hear and understand them. You may wish to provide a model through a think aloud, such as the following: *I liked learning about traditional clothes in Clothes in Many Cultures. It made me want to know about other traditional clothes. It amazes me that people have created so many different clothes.*

Have children go back to the texts to point out evidence that supports what they are saying.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the authors of the two texts would agree that it is important to have many different cultures?* (Possible response: I don't know if they would agree because the author of *Clothes in Many Cultures* does not give her opinion on the topic.)



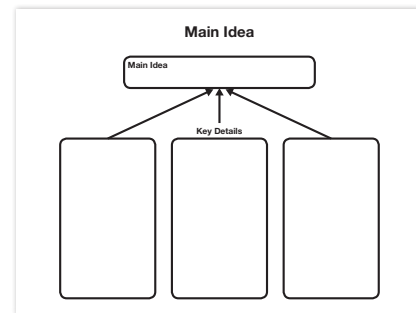
See **Routines** on pp. TR18–TR65.

Reading Analysis

AUTHOR'S REASONS Explain that in informational texts, writers give details and reasons that support their main points, or ideas. To understand an informational text, you look for these main points and supporting details and reasons. First, you identify the main points. Then you identify the details and reasons the author uses that support, or help explain or prove, the main points.

CITE TEXT EVIDENCE Use the following questions to help children identify the author's main point on p. 3 of *One Land, Many Cultures* and details she gives to support that point. Record the main point in the top box and details in the lower boxes on the Main Idea graphic organizer.

- What is this text all about? What important idea does the author want us to remember?
- What details and reasons does the author give?



Independent Reading Practice

READING ANALYSIS: AUTHOR'S REASONS Have children work together to identify the author's point on p. 50 of *Clothes in Many Cultures* and details and reasons she gives to support that point. Write children's ideas in the boxes on another Main Idea graphic organizer.

WRITING IN RESPONSE TO READING Review the information on both Main Idea graphic organizers. Which author do you think offers better support for her point? Have children dictate or write their opinion and a key detail from the text that supports their opinion on p. 237 in their *Reader's and Writer's Journal*.




ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast the features of books on the same topic. Use the **Independent Reading Routine** on pp. TR38–TR41.

Reading Wrap-Up

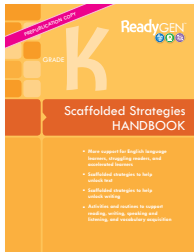
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Independent Reading Routine** on pp. TR58–TR61.

READING OBJECTIVES

Identify the reasons an author gives to support a point in a text. 

Build fluency through oral reading.

 RF.K.4



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the details and reasons the author gives to support a point in the text,
then...use the Reading Analysis lesson in small group to help them work through the graphic organizer.

READING ANALYSIS

Review the first Main Idea graphic organizer with children. **The author of *One Land, Many Cultures* claims that the United States has many cultures. She supports this point by telling about people who have brought their cultures here from other countries.** Model how to identify the author's point on p. 50 of *Clothes in Many Cultures*. **The author claims that clothes are different around the world.** Record your response in the top box of a second Main Idea graphic organizer. **How does she support that point? She tells about people in Kenya who wear sarongs.** Record your response in the first lower box. Help children find additional details for you to write in the other boxes.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 239–240)

ORAL READING

Distribute *I Can Read Reader 24* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “Jeff and the Test.” Review the irregularly spelled words *his*, *has*, *to*, *is*, *you*, *have*, *the*, and *comes*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- **Why does Jeff miss the test?** (He is home sick in bed.)
- **Who comes to see Jeff?** (Bess)
- **Underline what Bess says to Jeff.**
- **Circle the word that tells how Jeff does on the test.**

EXTENSIONS

MONITOR PROGRESS

If...children can identify the details and reasons the author gives to support a point in the text,

then...extend the Reading Analysis lesson by having them identify the author's point and reasons in a text from the classroom library.

READING ANALYSIS

Have pairs of children choose a familiar informational book from the classroom library and review it by looking at the photographs and text. Remind them that they can identify the author's point by answering these questions:

- **What is this text all about? What important point does the author want us to know?** (Responses will vary.)

Then have partners identify the details and reasons the author gives to support this point. Have children dictate or write the information on a main idea chart. Then ask the pairs to share their books and information with the class.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 239–240)


ORAL READING


Distribute *I Can Read Reader 24* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “Jeff and the Test.” Review the irregularly spelled words *his*, *has*, *to*, *is*, *you*, *have*, *the*, and *comes*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- **Why does Jeff miss the test?** (He is home sick in bed.)
- **Who comes to see Jeff?** (Bess)
- **Underline what Bess says to Jeff.**
- **Circle the word that tells how Jeff does on the test.**



WRITING OBJECTIVES

Discuss how writers use facts to tell about a topic. 

Print sentences using knowledge of uppercase and lowercase letters. 

Writing

Informative/Explanatory Writing

TELL FACTS

TEACH Remind children that in an informative text, the writer gives information about a topic. A topic is what the text is all about. The information may be facts, details, or examples. All the information in the text is about the topic.

The writer of an informative text tells readers about a particular topic by telling them information about the topic. For example, if the topic is Japanese culture, the writer might tell that the kimono is one kind of traditional Japanese clothing; that tempura and sushi are two Japanese foods; and that sumo is Japan's national sport. These are three facts, details, and examples about Japanese culture.

Remind children that a fact is something that can be proved to be true. It is a fact that sumo is Japan's national sport. The writer can prove this is true by looking it up in a reference book, checking it on a reliable Web site, or asking a person who knows about Japan and its culture. It is the writer's job to make sure that all the information in an informative text is true.

- What is the topic of the book *One Land, Many Cultures*?
- What fact about the topic does the writer tell on page 4?
- What is the topic of the selection *Clothes in Many Cultures*?
- What fact about the topic does the writer tell on page 38?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children recall the topic of each text and understand that each writer supplies facts about the topic.

Display p. 4 of *One Land, Many Cultures* and read aloud the second sentence:

My friends come from China, Morocco, Colombia, Mexico, Jamaica, Egypt, and Poland.

The writer has the narrator tell a fact about his friends. This fact supports the book's topic.

Display p. 38 of *Clothes in Many Cultures* and read aloud the sentence:

Sarongs keep people cool on hot days.

The writer tells a fact about clothes that people in Kenya wear. This fact supports the selection's topic.

Explain to children that writers who write informative texts use facts such as these to tell about their topic. Encourage children to point out other facts in both texts. Tell children that when they write their own informative texts, they can tell information about a topic by writing facts they have learned about the topic.

CONVENTIONS Print Sentences

TEACH AND MODEL Write these sentences on the board:

We will go to China.

When do we leave?

Pack your bag now.


This trip will be great!


Remind children that we print uppercase and lowercase letters to write words and that we use words to make sentences. Read the sentences aloud. Point to letters and have children identify them, for example, uppercase *W* or lowercase *e*. Point to words and have children read them.

APPLY Have children copy the first two sentences onto p. 236 in their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of each word and between the words in each sentence. Check to see that children print an uppercase letter at the beginning of each sentence and put the correct punctuation mark at the end. Then ask children to write two sentences of their own.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.K.7

Write to supply facts about a topic.  W.K.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children that sometimes they will be asked to write an informative text. The first step in informative writing is choosing a topic. The next step is telling facts about the topic. Write *different cultures* on the board and tell children that this will be the topic of their informative writing. Show them the steps they can follow to write facts about this topic.

- **Brainstorm**—Remind children that a fact is a piece of information that can be proved to be true. Model how to think of a fact about foods in different cultures that the class learned in *One Land, Many Cultures*. *We learned that vegetable rolls and wontons are two kinds of food from China.* Write *vegetable rolls, wontons, from China* on the board. Have children think of one or two other facts about foods in different cultures that they learned from the book. Write their ideas on the board.
- **Choose**—Read aloud the facts in the list. If there are any facts that do not tell about the topic, point them out to children and cross them off the list. Then have children discuss which fact about foods in different cultures will be most interesting for readers. Help children choose one fact to write about.

Model how to write a sentence that tells the fact that children chose. For example, *Meat patties are one kind of food from Jamaica.* Read the sentence aloud, and have children tell how they can prove the fact is true.

Repeat the steps with *Clothes in Many Cultures*. Make a second list of facts on the board. Label the first list *Foods* and the second list *Clothes*. Explain to children that choosing a topic and telling facts about the topic are important steps in writing an informative text.



Independent Writing Practice

FORMATIVE ASSESSMENT Explain to children that they will now write their own facts about the topic *different cultures*.

BRAINSTORM Have children think of more facts they learned about foods and clothes in different cultures from the texts *One Land, Many Cultures* and *Clothes in Many Cultures*. Suggest they start by reviewing the lists of facts on the board.

CHOOSE Have children choose at least four facts they learned about foods and clothes from the texts. Remind them to choose facts that will be interesting for readers.

WRITE Have children dictate or write complete sentences using the facts. Have them arrange the sentences in two groups, one for foods and one for clothes. Make sure they include which country each fact tells about. Have children check to make sure their sentences begin with an uppercase letter, end with the correct punctuation mark, and use proper spacing between the letters and words.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write their facts. If they have access to a printer, have them print out their facts.

Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDENTIFY FACTS Remind children what facts are. Offer statements and model how to identify which are facts and which are not. *Russia is a big country. This is a fact. It can be proved true by looking in a reference book. Russia is too big and cold. This is not a fact. It cannot be proved true. It tells what someone thinks.* Continue with other statements and ask children to identify whether they are facts or not and to explain their thinking.

STRATEGIC SUPPORT

INFORMATIVE WRITING Remind children that informative/explanatory writing gives information. Provide informative texts and have children look at sentences in them and identify which are facts and which are not. Note that generally most sentences in informative writing tell facts.



OBJECTIVES

Use a combination of drawing, dictating, and writing to compose an informative/explanatory text. **W.K.2**

Gather information from provided sources. **W.K.8**

Supply information about the topic. **W.K.2**

Performance-Based Assessment

TASK

MY LAND, OUR LAND

Children will examine a world map and consider the lands that they learned about in this unit. They will choose a land that they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.

Children will conduct short research about the land and through drawing, dictating, and writing will:

- a. name the land that they are writing about
- b. supply information from the anchor text, the supporting text, and research

Children will check to make sure they write complete sentences with proper capitalization and punctuation.

Children's work will be displayed on a world map with the information pages connected to the appropriate locations. This can be done on a bulletin board or digitally.

See p. 282 for reproducible page for distribution to children.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers use a variety of texts to learn about a topic? How do writers use information and experiences to compose text?*

REVISIT THE TEXTS Remind children that in *One Land, Many Cultures*, the writer tells about foods from different cultures in countries around the world, and in *Clothes in Many Cultures*, the writer tells about clothes from different cultures in countries around the world. Readers who want to learn about these countries or cultures can use the texts to find information about these topics. Writers can use the information to write about the topics. Explain, for example, that if the topic is China, a writer could find the following facts about that country in the texts. Display the photographs on pp. 8–9 in *One Land, Many Cultures* and on p. 41 in *Clothes in Many Cultures* as you read aloud the text.

Sometimes my friend from China shares his vegetable rolls and wontons with me at lunch.

A wonton is a Chinese dumpling. A dough wrapping is stuffed with pork. It is often served in soup. The name wonton means swallowing a cloud.

One Land, Many Cultures, pp. 8–9

Office workers wear business suits to their jobs.

China

Clothes in Many Cultures, p. 41 in the *Text Collection*



CONDUCT RESEARCH Tell children that after they have chosen one of the countries discussed in the texts and looked for information about the country in the texts, they will research to find more information. Provide books that children can use to find facts about their chosen country. Suggest that they look for facts that they think are interesting. Remind children that they need to find enough information to make a page about their country.

Set-Up

ORGANIZATION

Remind children that informative writing always has a topic followed by information about the topic. Have them draw, dictate, or write notes about the topic and facts they will use on the information page about their country.

MATERIALS

- paper
- pencils
- texts: *One Land, Many Cultures* and *Clothes in Many Cultures*
- additional texts with information about countries
- crayons, markers, and other art supplies to create visuals

BEST PRACTICES

- Help children understand the purpose and audience for this writing task.
- Remind children to use the title or the opening sentence to name the topic of their writing: their chosen country. Remind them that all of the facts on their information page will be about this topic.
- Suggest that children arrange the information they gathered about the country in a way that makes sense.
- Encourage children to add drawings, maps, and other visuals to their information page to make it more informative and more appealing.

Scaffolded Support

In order for all children to access the assessment, additional supports can be provided as necessary.

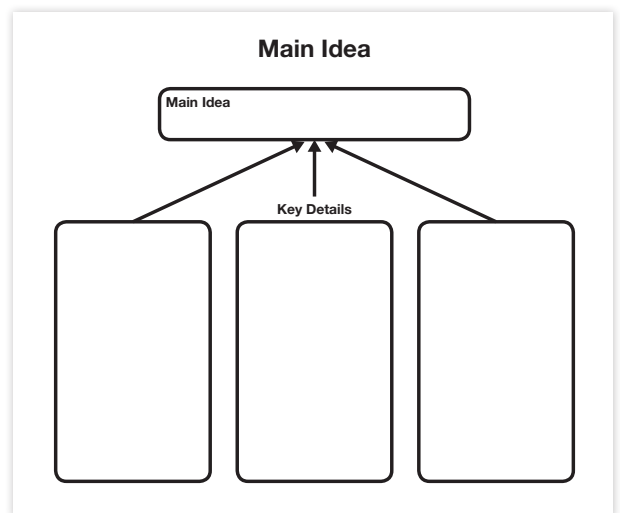
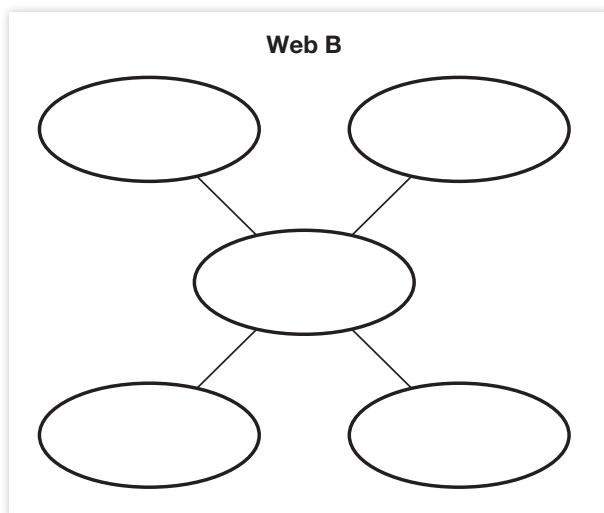
CHECKLIST Read aloud a checklist that details the expectations for this task. It can give points to each section so that children are clear about what is going to be assessed.

RESEARCH TASKS Provide kindergarten-level reproducible books for two or three of the countries discussed in the texts that children can use to find facts.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps for clarity.

EDITING TASKS Editing tasks, such as checking sentences for completeness and appropriate capitalization and punctuation, can be implemented after children first finish the writing task.

GRAPHIC ORGANIZERS Children can use a web or a main idea chart to organize their topic and facts before they begin making their information page.



Performance-Based Assessment

Grade K • Unit 4 • Module B

TASK

My Land, Our Land

Think about the countries you learned about in this unit. Choose a country you read about in *One Land, Many Cultures* or *Clothes in Many Cultures*. Make a page with information about the country.

Research to find information about the country. Draw, dictate, or write about the country.

Remember to:

- name the country you are writing about
- supply information from the two texts and your research

Make sure you write complete sentences with uppercase letters at the beginning and punctuation marks at the end.

Display your work on a world map. Attach your information page to the location of the country you wrote about.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Keeps writing strongly focused on the topic.	States the topic clearly; supplies information organized in a way that makes sense.	Provides sufficient relevant facts and details about the topic.	Uses precise language and domain-specific words to tell information.	Uses all features of a complete sentence correctly when writing.
3	Keeps writing focused on the topic.	States the topic; supplies information in an organized way.	Provides facts and details about the topic.	Uses some precise language and domain-specific words to tell information.	Uses some features of a complete sentence when writing.
2	Lacks clear focus on the topic or includes some off-topic information.	States the topic but does not organize the information about the topic.	Provides a few facts and details about the topic but needs more.	Uses more general language and no domain-specific words.	Uses few features of a complete sentence when writing.
1	Writing is unfocused and confusing.	Does not state the topic; does not organize the information.	Lacks facts and details about the topic.	Uses no precise language or domain-specific words.	Uses no complete sentences when writing.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • no response is given • child does not demonstrate adequate command of informative writing traits • response is unintelligible, illegible, or off topic 				

Presentation

Children can now share their information pages with the class or in small groups.

- Organize the classroom: If children are sharing with the class, make sure the audience is facing the speaker. If children are sharing in small groups, arrange chairs in circles around the room.
- Review the classroom speaking rules. Remind children to speak loudly and clearly enough that all listeners can hear them.
- Review the classroom listening rules. Remind children to listen carefully and quietly when someone is speaking and to wait until the speaker is finished before talking.
- Have children take turns sharing their writing. Remind them to show and explain their visuals as well.
- After each child has finished presenting, allow listeners to raise their hands to make a comment or ask a question. Have the speaker answer any questions. Remind those who wish to offer an opinion of the writing or the presentation to do so in a constructive, respectful way.
- After all children have finished presenting, have them take turns attaching their information sheets to the locations of their countries on a world map.

Reflect and Respond

LOOKING AHEAD For children who received a 0, 1, or 2 on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessment tasks throughout the school year.

If...children need extra support in informative writing,

then...identify the main elements—topic and information such as facts and details—in informative texts to help them better understand how to plan their informative writing.

If...children cannot clearly name the topic or what they are writing about,

then...display the covers of several informational texts, read the titles and the first text pages, and discuss how the titles and sentences tell what the books are about.

If...children have difficulty conducting research to find relevant facts about their topic,

then...model how to find suitable facts about a topic in provided sources, explaining what you are doing step by step.

If...children need extra support organizing their ideas for informative writing,

then...provide them with a graphic organizer such as a web or a main idea chart that they can use to help them see what they have and what they need before they begin writing.

If...children need extra support with adding drawings or other visuals to their writing,

then...discuss how pictures support and add to text in informative writing and find examples in familiar informational texts.

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Sleuth Read-Alouds



Two Talented Friends

“I know what we can do for the class talent show,” Bev said to her best friend Russ. “We can make a puppet. It will be a robot that can talk and sing and dance!”

“That’s a great idea!” Russ said. “Let’s start working on it right now.”

First, they talked about what they would need to make the robot puppet. Then they started looking for the materials. They found an empty round oatmeal box for the robot’s body. For the head, they chose a small square box that teabags came in. They used old plastic toothbrush holders for the arms and legs.

Russ and Bev connected the parts together with string, tape, and glue. Then they covered all the parts with shiny silver foil. They asked Russ’s sister Emma to cut a hole for the mouth. They added black buttons for the eyes and nose. They used colored pipe cleaners and bits of felt to outline the mouth and to decorate the robot’s arms, legs, and body. When they were finished, the puppet looked great!

“But how do we make it dance?” asked Russ.

“Watch this,” said Bev.

She stuck two long, thin sticks through the bottom of the oatmeal container about three inches apart. When she moved the sticks up and down, the puppet moved up and down too.

At the talent show, Bev and Russ put a sheet over a table and then hid behind the table. They held the puppet up on the edge so that it looked like it was standing on the table. Then Russ talked and sang while Bev moved the sticks to make the robot look like it was dancing.

The robot puppet was a big hit with the class. But better than that, the two best friends had fun building their robot puppet together.

The Spider Weaver

Once upon a time, a rice farmer named Hiroshi saw a big snake chasing a little spider. The snake was getting closer and closer to the spider and would soon make a meal of it.

Hiroshi thought, “I don’t like snakes or spiders. But I also don’t like the idea of a big fellow picking on a little one. I’ll drive that snake away with my hoe.”

And that’s exactly what he did. The big snake hissed and slithered away. The little spider ran in the opposite direction.

Several days later, Hiroshi heard a tiny knock on his door. Outside stood a small thin girl.

“I hear you need someone to weave cloth. Please let me weave for you,” the girl said.

“Well,” said Hiroshi, “I *do* need a weaver.” So he led the girl to his loom and let her begin weaving.

In no time at all, the little weaver had woven a pile of beautiful cloth. Day after day she wove more and more cloth. Hiroshi couldn’t believe his good fortune. He also couldn’t understand how the girl could weave so much so quickly.

“I’ll hide in the room to watch her at work,” he thought.

And what did Hiroshi discover to his great surprise? The weaver girl wasn’t a girl at all, but rather a spider! Having eight arms, she could weave far faster than any human could. Hiroshi came out of his hiding place.

“Now you know,” said the spider weaver. “I am the spider you saved from the snake. I have woven enough fine cloth to last you many years. It is my thanks to you.”

And with that, the spider jumped up to the window, spun a fine thread, and let a breeze whisk her away.

“Well,” Hiroshi said, “I still don’t like snakes, but I do like spiders.”

Sleuth Read-Alouds



Fun with Marbles

Are you looking for something different to do with your friends? You don't need fancy toys or games. You can have hours of fun with marbles. Yes, marbles. They don't cost a lot, and they can be used to play many different games. Here are two games:

Ringer

Make a large circle on a smooth, flat surface. Use chalk if you're outside or tape if you're inside. Each player places four marbles randomly inside the circle. The first player shoots (flicks using a thumb or index finger) a marble (called a "shooter") into the circle. The player tries to knock a marble out of the circle but leave the shooter inside the circle. If the player does that, he or she picks up the marble outside the circle and takes another turn. If the player does not knock a marble out of the circle or the shooter goes out of the circle, the next player gets a turn. When all the marbles are gone, the player with the most marbles wins.

Shoot and Score

Get an empty shoe box, take off the lid, and turn the box upside down. Cut five small square openings spaced out along one edge of the box. Label each opening with a score, for example, 1, 2, 3, 4, 5 or 5, 10, 15, 20, 25. Place the box upside down on the floor. Each player takes five marbles, sits several feet away from the box, and shoots the marbles toward the box, trying to get them through the openings. The player receives the score on the opening each marble goes through. Record and add up the scores for each player. The player with the highest number wins.

Try these games and then create your own marble game. Just be sure all the players understand and agree on the rules before the game starts. Then have fun!

Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. This test is intended to be read aloud to children. Directions for administering the test appear on the teacher pages. Because children must be able to comprehend texts of steadily increasing complexity as they progress through school, the test materials provide opportunities to listen to and comprehend more complex texts. The assessment items include content appropriate texts and questions for children to listen to, interpret, and comprehend independently and proficiently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none"> • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Writing 	
TWO SESSIONS Option 2	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • Vocabulary • Writing 	
THREE SESSIONS	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Writing

Administering the Assessment

DURATION The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT This assessment is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Passage page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

SCORING THE WRITING PROMPT The Writing section requires children to write and/or draw in response to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

Administering the Assessment

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension or Vocabulary sections, they may benefit from practice in retelling familiar stories in response to focused comprehension and vocabulary questions. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Unit 4 Assessment

Passage

TEACHER INFORMATION Read aloud the following directions and the story.

DIRECTIONS: *I am going to read you a story about a king named Frederick. When I am finished, I will ask you to tell me about the story. Listen carefully.*

Once upon a time there was a king named Frederick who lived in a tall castle high on a bright green hill. King Frederick had a fine white horse to ride, a bright golden crown to wear, a lot of money, and a cook to bring him tasty meals.

But King Frederick was not happy.

"I am so bored it makes me angry!" he told the castle cook one day. "I do not like being king anymore."

The cook's name was Martin. "What would you like to be instead?" Martin the cook asked.

King Frederick looked down at the tasty meal that Martin had set before him. The meat and vegetables smelled so delicious.

"I know," said King Frederick to Martin the cook. "I would like to do what you do. Let's trade places, Martin. What do you say?"

"Oh yes," Martin said, for he had always dreamed of being king.

So Frederick gave Martin his crown and went skipping happily off to the kitchen. Now he, Frederick, was the castle cook. Meanwhile, Martin put on the heavy crown and sat on the golden throne. Now he, Martin, was king. "Hooray for King Martin!" Martin shouted.

But King Martin soon grew lonesome, sitting on the throne under that heavy crown all day long. Martin missed his meats and vegetables and pots and pans. He wanted to be Martin the cook again. Meanwhile, Frederick was growing lonesome too. Cooking was hard work. He missed his fine white horse and golden crown. He wanted to be Frederick the king again.

So the next day, the two men agreed to trade places again and go back to being their old selves. Frederick became King Frederick again, wearing his golden crown, and Martin became the castle cook again, making the king's meals like always, with a big, happy smile on his face.

Unit 4 Assessment

Comprehension

TEACHER INFORMATION: Distribute Comprehension page TR14 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

DIRECTIONS: *I am going to read the story again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. Who is this story about? Circle the picture that shows who this story is about.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Think about the information in the story. How did King Frederick feel at the beginning of the story—happy, angry, or silly? Circle the picture that shows how King Frederick felt at the beginning of the story.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. What did King Frederick give to Martin, his cook? Circle the picture that shows what King Frederick gave to his cook.
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. After trading places with King Frederick, what did Martin do all day long? Circle the picture that shows what Martin did all day long after trading places with the king.
5. Move down to the last row of pictures where you see the star. Put your finger on the star. Think about the information in the story. How did Martin the cook feel at the end of the story—happy, tired, or scared? Circle the picture that shows how Martin felt at the end of the story.

COMMON CORE LEARNING STANDARDS

Literature 1. With prompting and support, ask and answer questions about key details in a text.

Literature 3. With prompting and support, identify characters, settings, and major events in a story.

Speaking/Listening 2. Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page TR15 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

DIRECTIONS: *Now I am going to read the story again. Then I will ask you some questions about the meaning of some of the words in the story. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. Listen to this sentence from the story: "Once upon a time there was a king named Frederick who lived in a tall castle high on a bright green hill." Look at the pictures of the castles. Which picture shows the "castle" described in the sentence? Circle the picture that shows King Frederick's castle.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Listen to this information about Frederick: A king named Frederick lived in a tall castle. He had the tallest castle of all. Look at the pictures of the castles. Which picture shows the "tallest" castle? Circle the picture that shows the "tallest" castle.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Listen to this sentence: "The meat and vegetables smelled so delicious." Circle the picture that shows the meal described in the sentence.
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. Listen to this sentence: "Martin missed his meats and vegetables and pots and pans." What are "pots and pans"? Circle the picture that shows the "pots and pans."
5. Move down to the last row of pictures where you see the star. Put your finger on the star. Listen to this detail from the story: "Frederick became King Frederick again, wearing his golden crown." What was Frederick wearing? Circle the picture that shows what Frederick was wearing.

COMMON CORE LEARNING STANDARDS

Literature 4. Ask and answer questions about unknown words in a text.

Unit 4 Assessment

Writing

TEACHER INFORMATION: Distribute Writing pages TR16–TR17 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

PROMPT *Think about King Frederick in this story. Draw a picture to show King Frederick wearing his crown. In the story, King Frederick wanted to do something different. Draw a picture to show something you would like to do. Write or tell a word or a sentence about something you would like to do.*

RUBRIC FOR WRITING

2	Child uses drawing to show Frederick wearing his crown and to show the child doing an activity he/she would like to do. Child uses writing to accurately describe the activity in the second drawing.
1	Child uses drawing to show Frederick wearing his crown and to show the child doing an activity he/she would like to do. Child uses writing to describe an activity he/she would like to do, but the sentence does not correspond to the second drawing. One element of the response may be incomplete.
0	The drawings do not show Frederick wearing his crown or the child doing an activity he/she would like to do. The sentence does not describe an activity the child would like to do. More than one element of the response may be incomplete.
















COMMON CORE LEARNING STANDARDS

Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Scoring Information

UNIT 4 • COMPREHENSION
















Comprehension Name _____

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TR14 Unit 4 • End-of-Unit Assessment

UNIT 4 • VOCABULARY

Vocabulary Name _____

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Unit 4 • End-of-Unit Assessment TR15

UNIT 4 • WRITING

Writing Name _____

Drawing should show King Frederick wearing a crown.

King Frederick likes his crown.

TR16 Unit 4 • End-of-Unit Assessment

UNIT 4 • WRITING Continued

Writing Name _____

Drawing should show child doing something he/she would like to do.

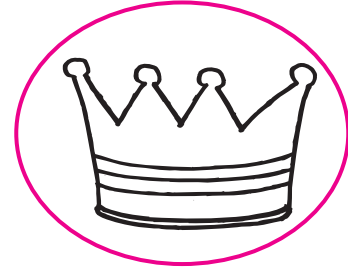
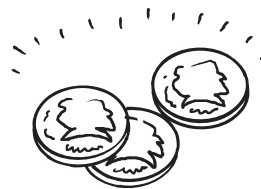
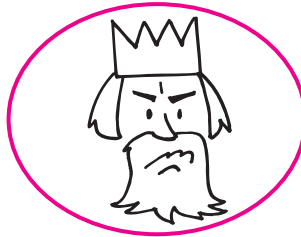
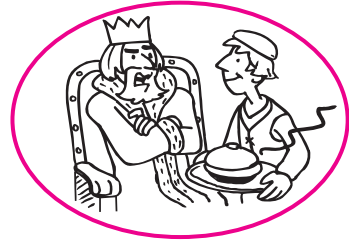
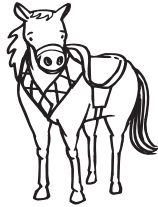
I would like to **Possible response: be a king/queen**

Unit 4 • End-of-Unit Assessment TR17



Comprehension

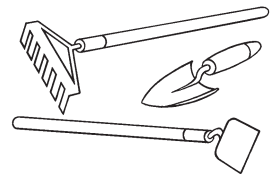
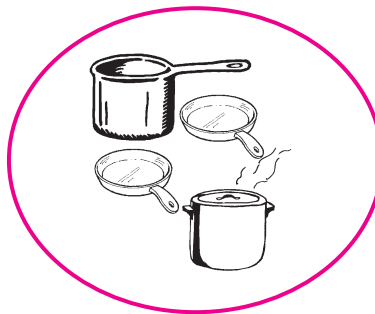
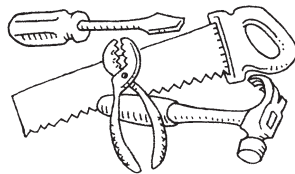
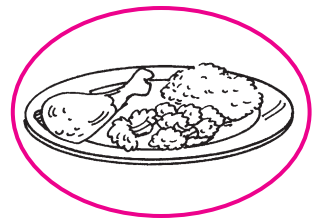
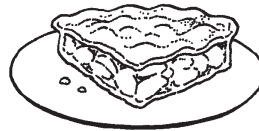
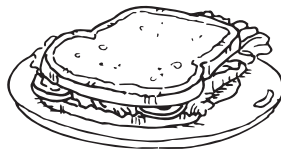
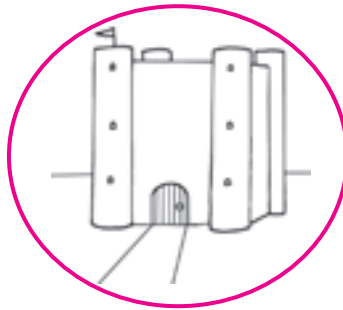
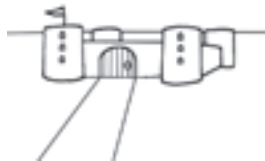
Name _____





Vocabulary

Name _____





Writing

Name _____

Drawing should show King Frederick wearing a crown.

King Frederick likes his crown.



Writing

Name _____

**Drawing should show child
doing something he/she
would like to do.**

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I would like to **Possible**

response: be a

king/queen

Think-Pair-Share/Paired Discussion Routine



COMMON CORE CONNECTIONS

RL.K.1; RI.K.1; SL.K.1

Rationale

TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the over-eager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What is the main topic? What parts of the text help you know the main topic?
- How does the character act when he faces a challenge? What words tell you that?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *On page 10, the text says _____. This tells me that _____.*
- Describe how you use key vocabulary in your response. For example, *On page 4, the author used the word **screamed**. That word helps me understand that the character was frightened.*
- **COLLABORATE** Teach children how to use appropriate language to respond to the views expressed by others. For example, *I agree with you. I think that _____. or I don't agree with you because I think that _____.*

COLLABORATE Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it's time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

Think-Pair-Share/Paired Discussion Routine



THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to children. You might begin by saying, *In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to share their ideas with the class.*
- 2** Pair children randomly with classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children may respond to their partners by saying, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.* or *I think the author is trying to tell readers ____ because the text says ____.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. Offer prompts to focus their attention on or encourage them to look at the text to find evidence to support their answers. For example, *Explain your thoughts more. What part of the text helped you to draw that conclusion?* or *Find the words the author used to describe the character.*
- 8** When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly one key point that they would like to share with their classmates. You may ask them to write this key point. Then have volunteers present their pair's key idea to the class. Keep track of the children who act as spokespeople so you can encourage different children to act as spokesperson with each pairing activity.



Going Deeper

The following are additional activities to do with children once they are familiar with the Think-Pair-Share/Paired Reading Routine.

- **COLLABORATE** Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner's ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about ____*, as well as make comparisons, such as *I understand your point about ____, but I think ____*.
- **COLLABORATE** At the end of the conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *I gave our discussion a “thumbs up” because we each had different ideas. Your ideas helped me to think about the text in a new way.*

Tips and Tools

Encourage children to use key vocabulary from the text in their retellings.

COLLABORATE As children rate their conversations, encourage them to focus on specific contributions made by their partners.

Whole Class Discussion Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; SL.K.1, SL.K.2, SL.K.3, SL.K.6

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, they are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion Routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some examples of engaging questions:

- What questions do you still have about the text? What prompted you to ask that question?
- What might you tell a friend about the text? Name the most interesting part to share.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for children to add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more!*
- Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with you. I think that ____.* or *I don't agree with you. I think that ____ because the text says ____.*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

Whole Class Discussion Routine



THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on _____. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you can add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about _____ for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children time to think before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they share their thoughts.
- 4** As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children develop their contributions more fully. For example, *Tell me more about what you are thinking.*
 - Ask children to point out text evidence that substantiates their responses. For example, *What words in the text help you know that?* This helps children internalize the text and understand that it is important to support what they say with evidence from the text.
 - If children provide an opinion, ask other children to share their opinions in response. For example, *What do you think about that opinion? What is your opinion?* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text.*
- 6** Summarize one or two of the most important points discussed. Reviewing the conversation for children in this way will help strengthen their new or revised understandings about the text.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. What made you think that?*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *I have never been to a different country. I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better.*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

Small Group Discussion Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; SL.K.1, SL.K.2, SL.K.3, SL.K.6

Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words describe what the character is like?
- What part of the text tells you about the steps for growing a bean plant?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [Find the events that happened first, next, and last in the story.](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [This part of the text tells about what happened after the fire.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that ____.](#) or [I don't agree with you because I think that ____.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

Small Group Discussion Routine



THE ROUTINE

- 1** Introduce the Small Group Discussion Routine to children. Here is an example: *You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.*
- 2** Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that they can see and hear each other. Remind children to engage in eye contact as they take turns talking.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** follows up with questions after a group member shares a response
 - **Reporter:** reports about the overall group discussion.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using the text and a graphic organizer to record their thinking. Suggestions are found in the teaching lessons.
- 6** State any parameters you have set, such as *Talk in your groups for the next 10 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.*
- 8** Stop by each group to monitor children's conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, *Show me the part of the text that supports your opinion.* or *Tell me about the character. What words does the author use to describe the character?*
- 9** As the end of the allotted time nears, remind children of the task. You might say, *In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.* Encourage the Reporter to rehearse what he or she will say.



Going Deeper

The following are additional activities that you may choose to do with the children once they are familiar with the Small Group Discussion Routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask during group discussions. For example, *What made you think that?* *What more can you tell us about that event?*
- At the end of a Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

Read Aloud Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.10; RI.K.1, RI.K.2, RI.L.3, RI.K.10

Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier due to the support of the proficient reader. Children are free to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual children who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for the main characters that we are introduced to.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *That diagram helped me better understand the information in the text about ____.*
- Describe how key vocabulary deepens your understanding of the text. For example, *I knew Tony was really happy because the author used the phrase *delighted beyond words*.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that ____.* or *I don't agree with you because I think that ____.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day, or as long as 15 minutes to engage in a rich piece of literature.

Read Aloud Routine



THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: *I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *This text is broken into different parts. Each part will tell us about a fruit or vegetable.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understanding of the text. Engage children in brief conversations by asking questions, such as *What do we know about the main character now?* You may also model your own thinking aloud. For example, *I learned something new. I did not know that grasshoppers had five eyes.*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *In what part of the book did we learn about pumpkin plants?* or *How did Alex react when his grandma surprised him?* Ask questions to confirm understanding, such as *What happened in this part?* You could also model how to clarify understanding. For example, *I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction.*



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections to other texts. For example, *In what ways does the main character remind you of a character in another book?*
- At the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

Tips and Tools

Higher-level thinking questions and open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample higher-level thinking question ideas and stems:

- *Predict what would happen to this character if _____.*
- *Determine why the author chose this setting.*
- *How are _____ and _____ alike? How are they different?*
- *How can you categorize these words?*
- *How could you better organize the information in this text?*
- *Summarize the main ideas and key details in this text.*

Shared Reading/Read Together Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RK.K.3, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.10; SL.K.1, SL.K.2, SL.K.3

Rationale

The Shared Reading/Read Together Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

Tips and Tools

TERMS TO KNOW

gradual release model The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child.

text challenge A *text challenge* is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for words that tell about how the main character feels.*
- Remind children that because you are reading the text together, they are to be active readers along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *I have to think carefully about the order in which the story events happen so I can better understand the story.*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons to give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive and can build children's oral vocabularies as well.

Tips and Tools

Monitor Progress Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

TERMS TO KNOW

active readers *Active readers* participate by following along, reading silently while the teacher reads, or taking turns reading portions of the text aloud.

Shared Reading/Read Together Routine



THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works. For example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4** Stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What is something new that you learned?* or *Where does this story take place?* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5** After completing the Shared Reading/Read Together, discuss the text's overall meaning or main idea. Then ask open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading/Read Together Routine.

- **COLLABORATE** As you return to familiar literary text, invite children to role-play the characters. When you return to a familiar informational text, have volunteers read aloud captions for photos.
- Always encourage children to read along with you as they feel comfortable.
- **COLLABORATE** After reading, have pairs discuss their “Aha!” moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; RF.K.4

Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with texts that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *As you read your informational texts, pay attention to the text features, such as headings. How are they helpful?*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *What word did you come across that you didn't know? What did you do? I would read on to see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?*
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

Independent Reading Routine



THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might have children read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include questions such as *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- **COLLABORATE** Have children work with partners to describe what they have read or to tell others why they should read that book.

Text Club Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10; RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10; SL.K.1, SL.K.2, SL.K.3, SL.K.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few pages aloud.
- As children first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess children's progress during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performances through checklists and conferences with you.

Text Club Routine



THE ROUTINE

- 1** Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own or you might listen to it. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** finds new, interesting, or challenging vocabulary words
 - Connector:** looks for connections between the Text Club text and other texts
 - Summarizer:** shares a short summary of the book being discussed
 - Art Director:** creates a drawing or diagram connected to the reading
- 3** Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5** Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *What was the most interesting fact you learned?* or *Which character reminded you of someone you know?*
- 6** After Text Club discussions, have groups share the texts with the entire class.
- 7** Debrief with each Text Club to assess children’s comprehension and group interactions. Ask children to rate their discussions with a “thumbs up” or “thumbs down” and explain their reasons.



Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as **I shared _____;**
I learned _____; I like/dislike the book because _____.

Benchmark Vocabulary Routine: Informational



COMMON CORE CONNECTIONS

RI.K.4; L.K.4, L.K.5, L.K.6

Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when they encounter new words in complex texts.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to deeper understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

root word A *root word* is a word that can't be broken into smaller words. For example, *port*, meaning *carry*, is the root word of *report*, *portable*, and *transport*.

Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



Tips and Tools

Word Maps

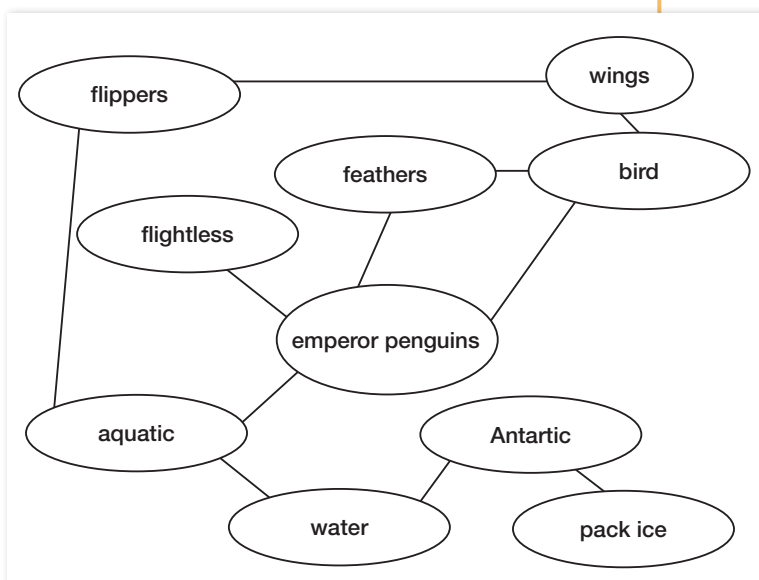
Semantic mapping is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

TERMS TO KNOW

context clues *Context clues* are the words and sentences found around an unknown word that help readers understand the word’s meaning. Help children find examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

text features *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational, while other text features supplement content or present new information. Help children become familiar with text features such as a table of contents, headings, labels, captions, charts, diagrams, sidebars, a glossary, and an index.



Benchmark Vocabulary Routine: Informational



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud, and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, *“Leaves sprout on the trees”* is found in the text. You might share this sentence: *Young plants sprout from the ground.*
- 3** If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text states, *“Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.”* The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4** If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look the word up in a children’s dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5** Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, provide opportunities for them to use these new terms to write in response to informational text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words such as *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to that category, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it. An outline of a camel might have the words *desert*, *hot*, *sand*, and *hump* around it.

Tips and Tools

Children are often challenged by the vocabulary of informational texts because the words are unfamiliar and represent complex concepts. By creating word maps, children have access to a visual network of words, which leads them to see how ideas are connected. Teaching words as a network of ideas, teaching word parts, teaching examples and non-examples related to a new word, and helping children connect new vocabulary and their prior knowledge are strategies that foster understanding of how words work and prepare children to unlock meaning as they read increasingly complex texts.

Benchmark Vocabulary Routine: Literary



COMMON CORE CONNECTIONS

RL.K.4; L.K.4, L.K.5, L.K.6

Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is likely not a word kindergarten children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.



Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Texts:

- Pronounce the word and have children repeat it. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. If necessary, rephrase the meaning in language that is easier for children to understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



Tips and Tools

Context Clues

Point out to children that by reading on, the meaning of an unfamiliar word might be revealed to them. Robert McCloskey uses this technique to define *molt* in *Make Way for Ducklings*. “And only just in time, for now they were beginning to molt. All of their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.”

Benchmark Vocabulary Routine: Literary



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3** Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example, *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight."* The use of *snug* in the first sentence fits the first definition: "He had felt safe and snug in his shell." The use of *snug* in the second sentence ("But now it was too snug.") fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4** Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5** Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6** Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7** As their word knowledge expands, guide children to carefully consider word choice as they incorporate new vocabulary when writing in response to literary text.



Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Texts.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as *comfortable* and *tight* for *snug*, or add morphological family members of the word, such as *fright* and *frighten* for *frightening*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

synonym A *synonym* is a word that has almost the same meaning as another word.

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.

Reading Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2; RI.K.1, RI.K.2; SL.K.1

Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers to summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to share their opinions and ideas or to ask questions.



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, *Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index.*
- Teach children how to use language to respond to others' views. For example, *That was the part I thought was most interesting, too. Why did you find it so interesting?* or *I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?*

Reading Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read an informational text. An informational text tells about things that are real and true. This text is about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *What is one thing you remember from what we read today? Which part of the text did you like best? Why did you like it?* or *Who do you know who is like this character? How are they alike?*
- 4** Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we'll be finishing our story maps and drawing pictures of our favorite part of the text.*



Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share their observations in the Reading Wrap-Up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus and remember what they want to say before speaking in front of the group.
- **COLLABORATE** Have each child write one big idea from the lesson's reading. Have each child share that big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?*

Writing Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.K.1; RI.K.1; W.K.5; SL.K.1

Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- **COLLABORATE** Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus.*

Writing Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today we talked about choosing a topic for writing. You drew pictures of three things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *What part of your classmate's writing was most interesting to you? Why?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Preview how today's lesson will carry over to the next writing lesson. For example, *Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.*



Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

- **COLLABORATE** Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up, and send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about the topic of the science lesson.*

Graphic Organizers

Cause and Effect

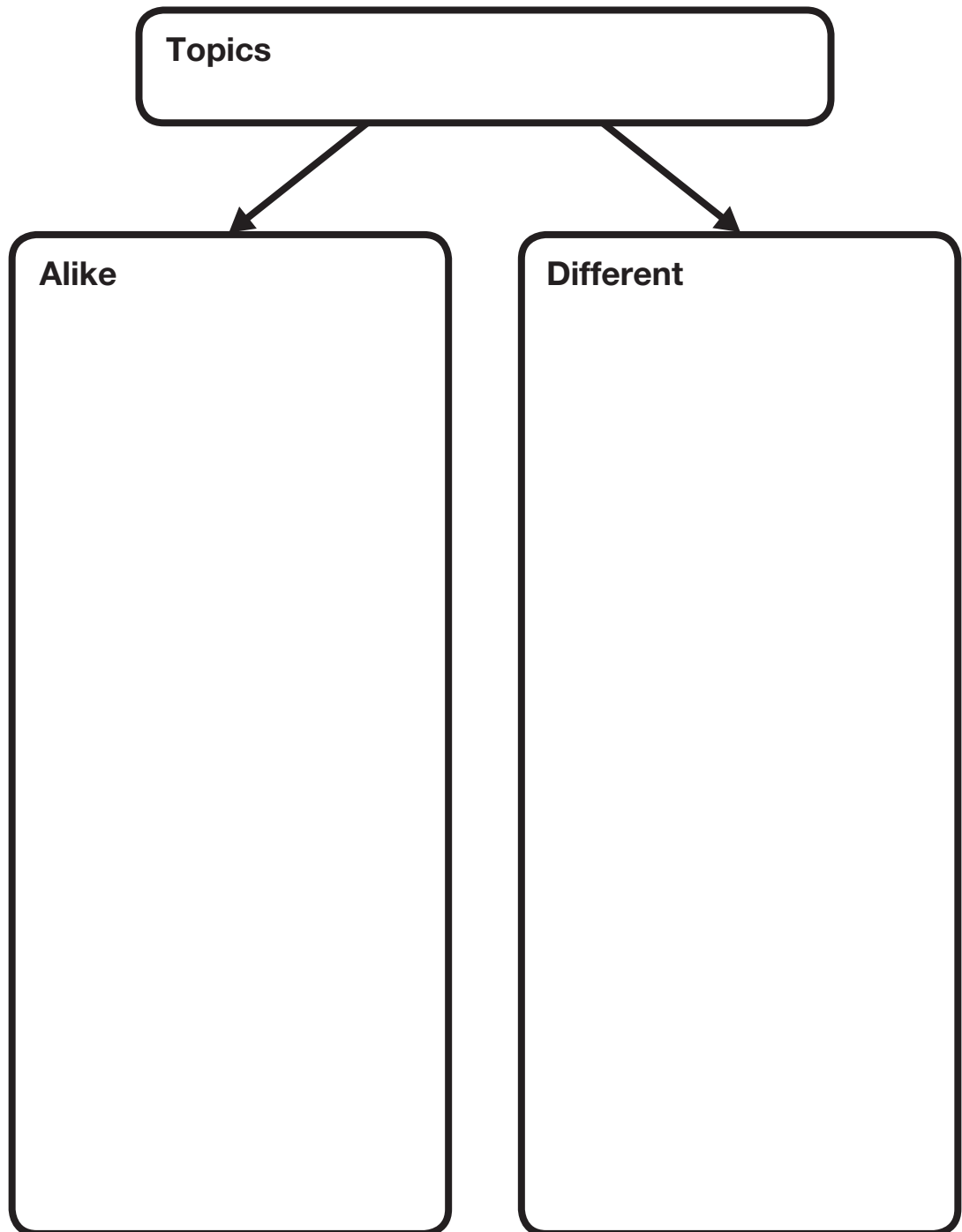
Causes

Effects

<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>

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Compare and Contrast



Graphic Organizers

Four-Column Chart

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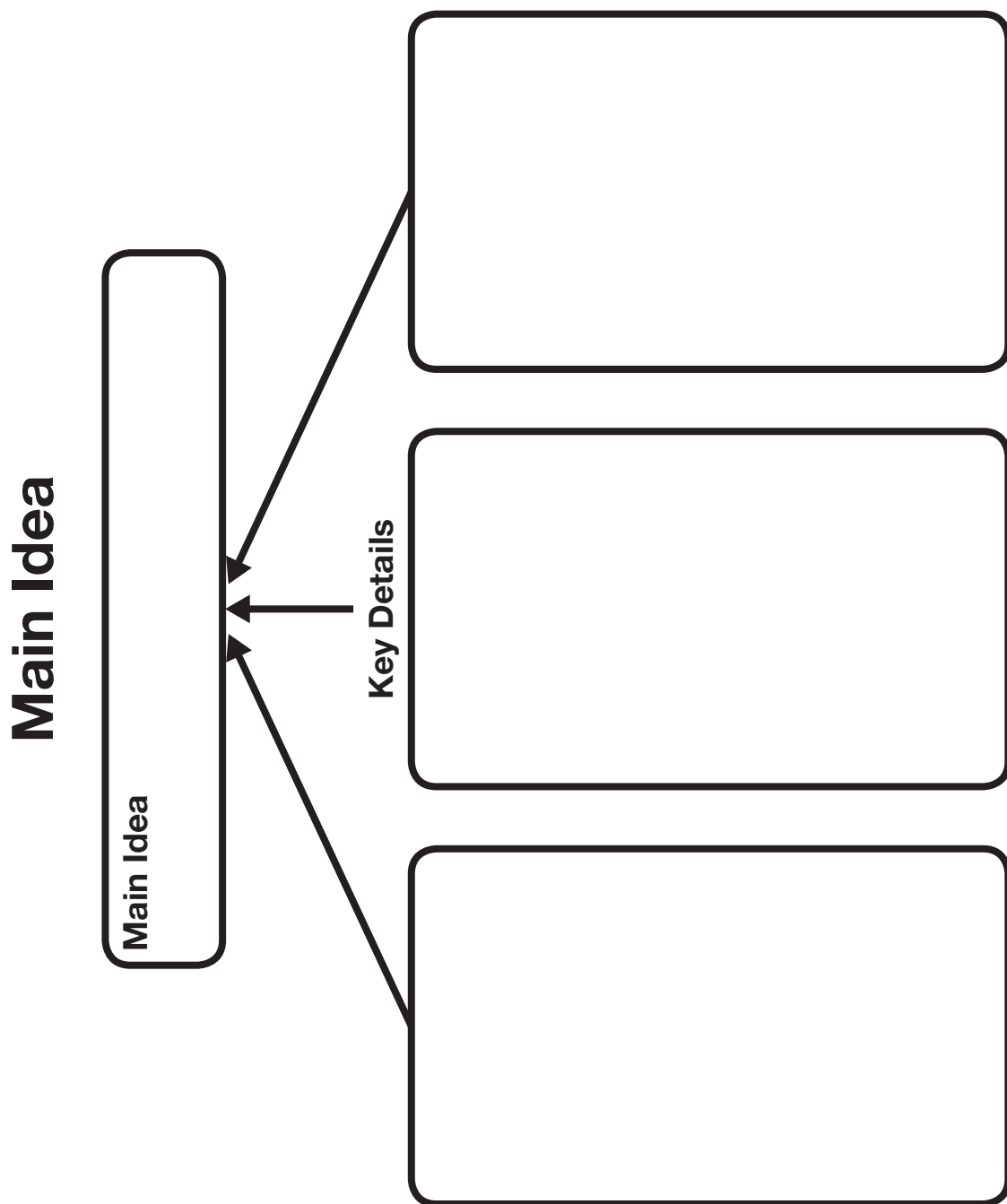
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K-W-L Chart

Topic _____

What We K now	
What We W ant to Know	
What We L earned	

Graphic Organizers



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Story Sequence A

Title _____

Beginning



Middle



End



Graphic Organizers

Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

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T-Chart

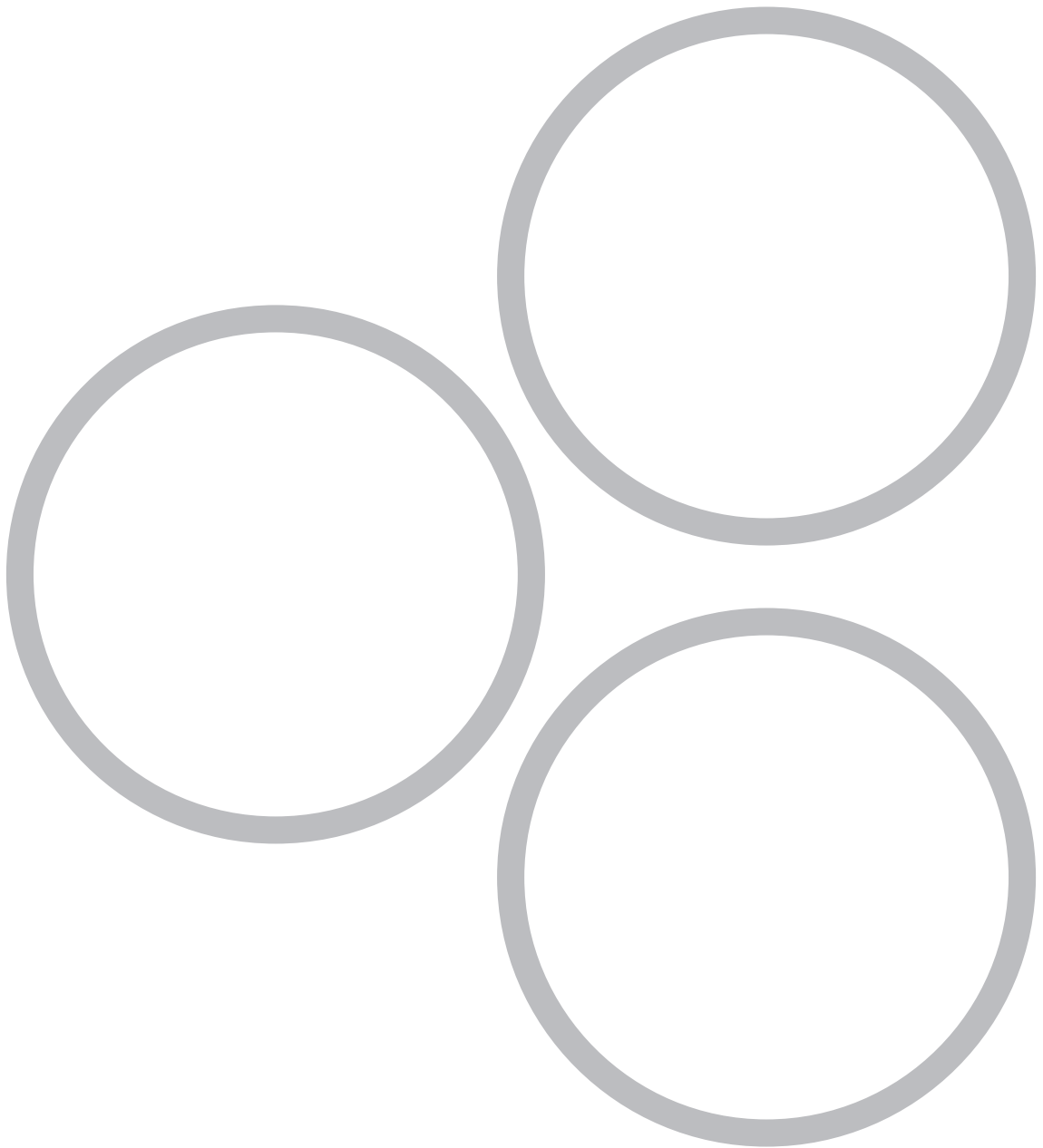
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Graphic Organizers

Three-Column Chart

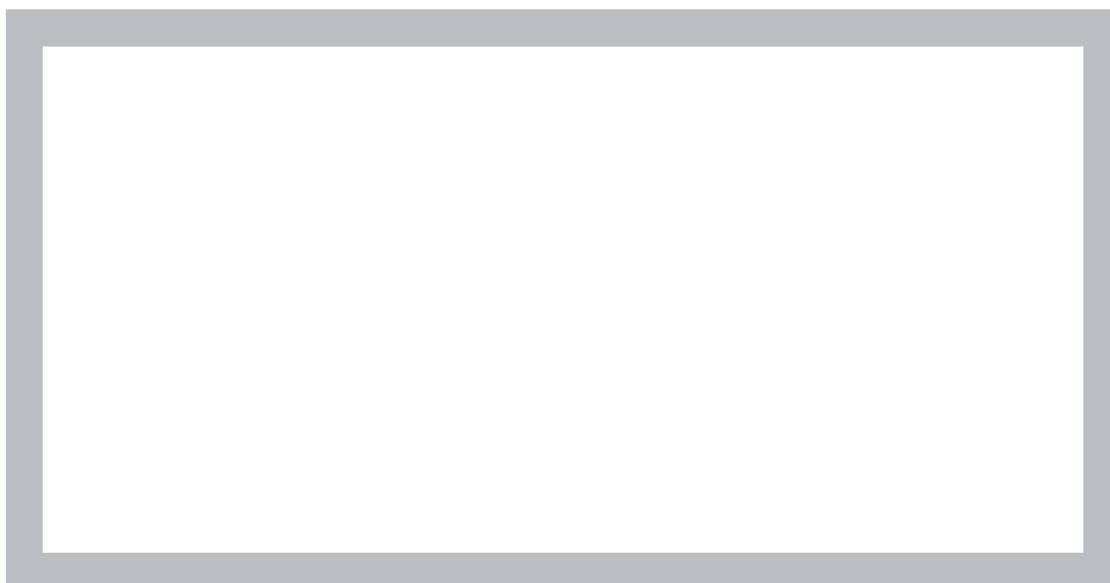
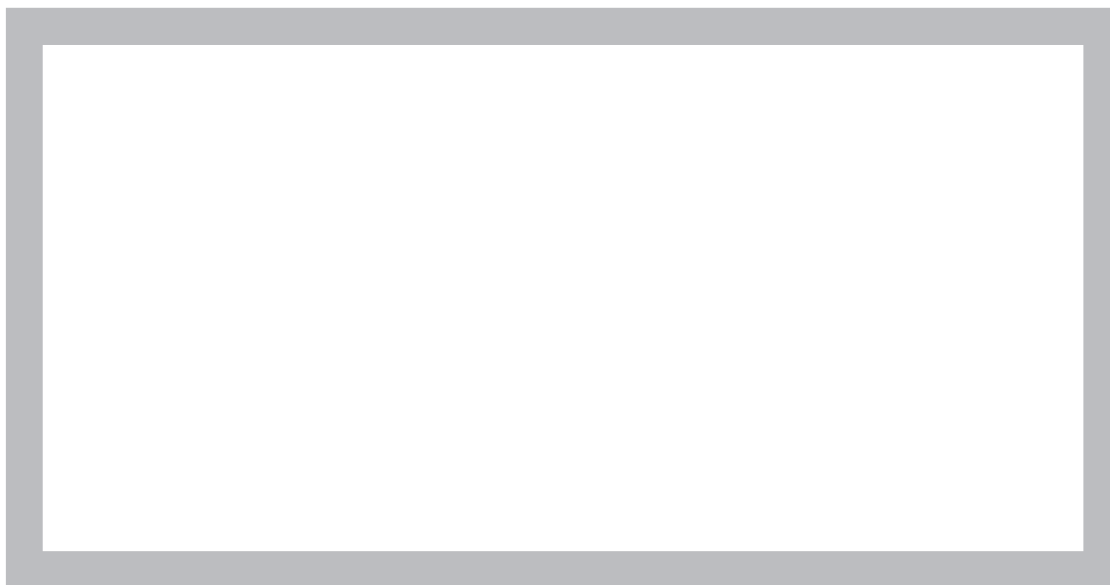
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Three Sorting Circles



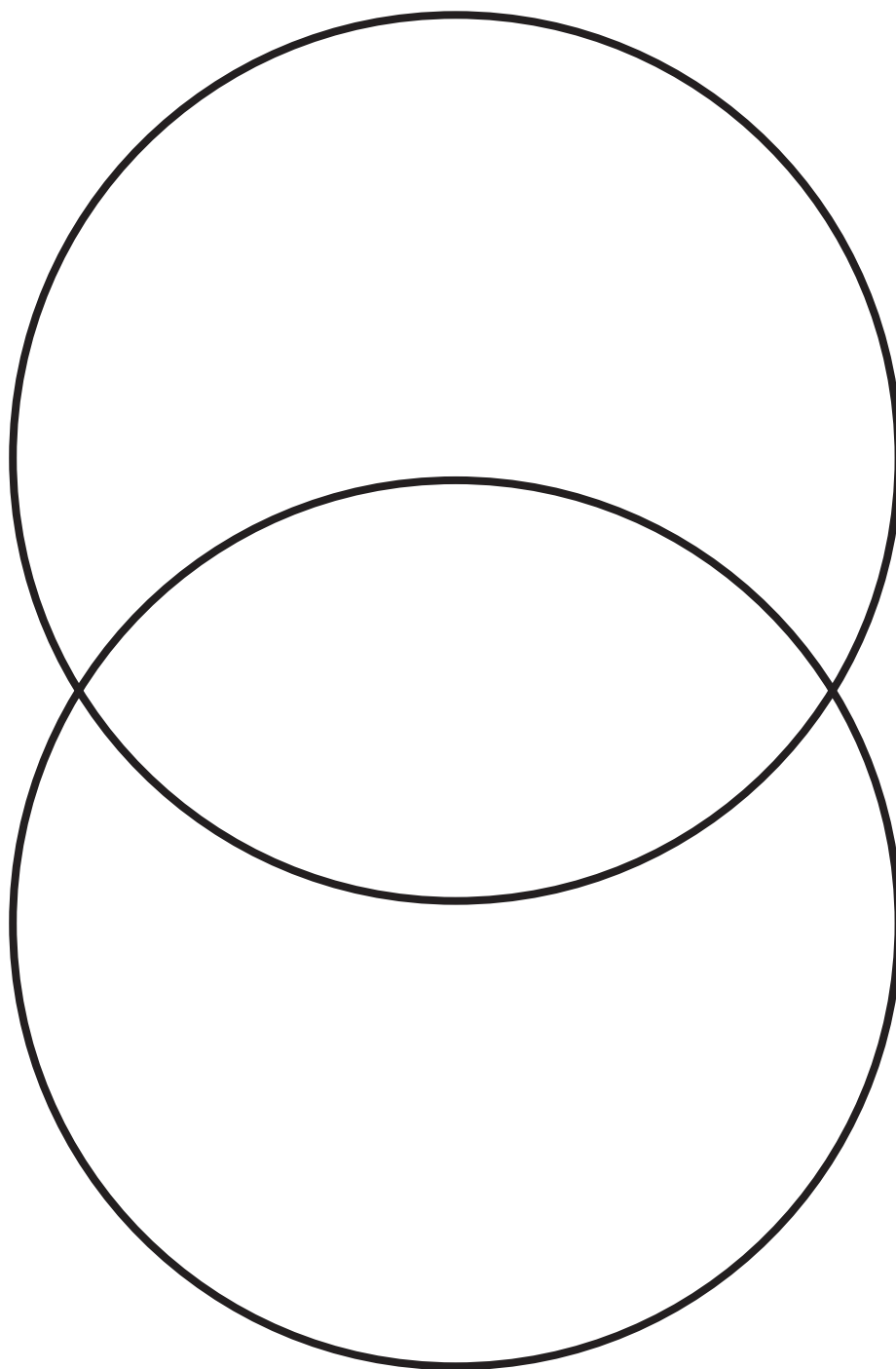
Graphic Organizers

Two Sorting Boxes



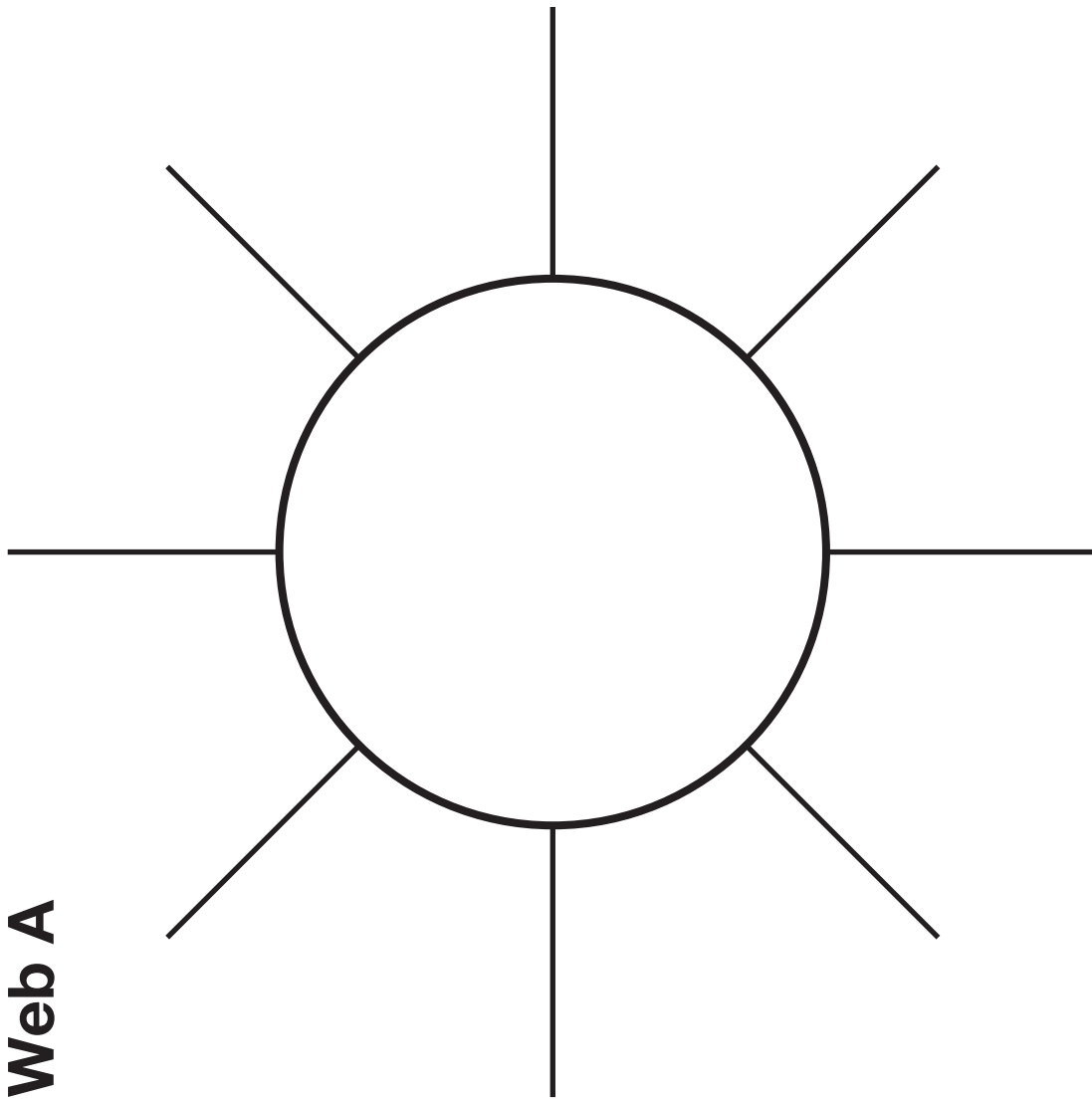
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Venn Diagram



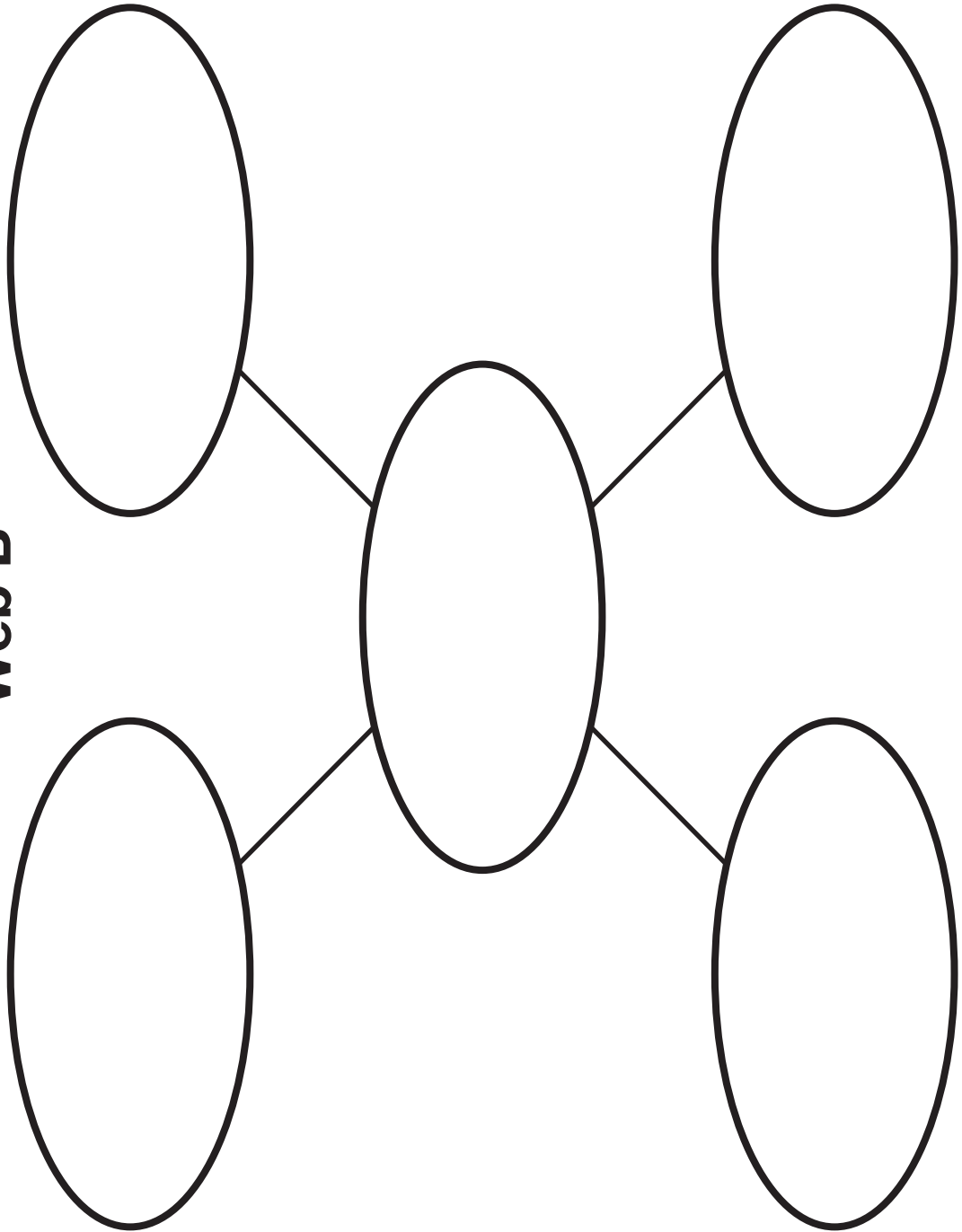
Graphic Organizers

Web A



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Web B



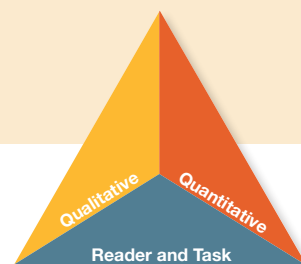
Graphic Organizers

Word Rating Chart

Word	Know	Have Seen	Don't Know

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Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *I Love Saturdays y domingos*.

QUANTITATIVE MEASURES

LEXILE	510L
AVERAGE SENTENCE LENGTH	8.83
WORD FREQUENCY	3.74
PAGE COUNT	32

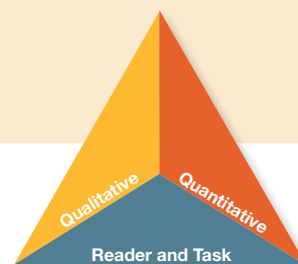
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible theme (how a child from a multicultural family connects with her two sets of grandparents in both similar and different ways)
STRUCTURE	repeated comparison-and-contrast pattern of events (events on Saturday and Sunday parallel each other on each spread)
LANGUAGE CONVENTIONALITY AND CLARITY	numerous Spanish words and phrases, some of which are defined in the text (e.g., <i>domingos</i>) and some of which must be inferred from the context (e.g., <i>encantan</i> , <i>jugar</i>).
THEME AND KNOWLEDGE DEMANDS	a basic understanding of Spanish words and phrases (<i>abuelito</i> , <i>abuelita</i> , <i>hola</i> , <i>hijita</i>) as well how experiences with different family members help us express and appreciate our cultural heritage

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to describe activities they share with different family members—for example, what they do with their mother's parents and with their father's parents. Identify how these things might be similar and different. Point out that sometimes the activities people share with family members connect to their backgrounds and cultures.	Reread the text with children, stopping after each spread to identify how the activities the narrator experiences with her grandma and grandpa on Saturday are both similar to and different from the activities she experiences with her abuelita and abuelito on Sunday. Help children determine the meanings of important Spanish words and phrases. Then ask children to tell why the narrator loves both Saturdays y domingos and what she might learn from her diverse cultural background.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Apple Pie 4th of July***.

QUANTITATIVE MEASURES

LEXILE	730L
AVERAGE SENTENCE LENGTH	13.33
WORD FREQUENCY	3.44
WORD COUNT	360

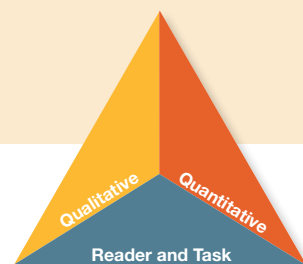
QUALITATIVE MEASURES

LEVELS OF MEANING	somewhat complex theme (how the Fourth of July holiday highlights similarities as well as differences in a multicultural neighborhood)
STRUCTURE	conventional narrative structure, clear sequence of events organized by the passage of hours on a clock during the course of a day
LANGUAGE CONVENTIONALITY AND CLARITY	simple, compound, and complex sentences, frequent use of em dashes, some vocabulary pertaining to Chinese culture (e.g., <i>chow mein</i>)
THEME AND KNOWLEDGE DEMANDS	basic understanding of American Fourth of July celebration and Chinese food and culture

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children share what they know about the Fourth of July, such as why it is celebrated and what their families might do to celebrate it. Discuss differences in the way people celebrate and how these differences might connect to their cultures.	Discuss with children what conflict, or problem, the narrator has at the beginning of the story (i.e., she feels that her parents do not fully understand American culture and thus do not realize that Americans won't want Chinese food on the Fourth of July). Then ask them to tell what events in the story help the narrator resolve or overcome this conflict. Finally, discuss with children what lesson the narrator might have learned as a result of the day's events.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***One Land, Many Cultures***.

QUANTITATIVE MEASURES

LEXILE	680L
AVERAGE SENTENCE LENGTH	10.48
WORD FREQUENCY	3.60
PAGE COUNT	24

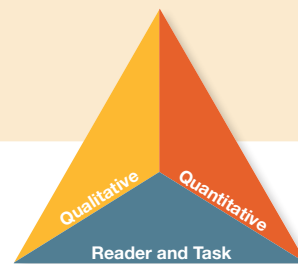
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept (how the United States, as represented by the students in a multicultural classroom and their lunches, is one land of people from many different cultures)
STRUCTURE	informational text presented in the context of a realistic multicultural classroom from the first-person perspective of a student, text features including maps and a glossary
LANGUAGE CONVENTIONALITY AND CLARITY	mostly simple sentences, some cultural- and topic-specific vocabulary (e.g., <i>pierogis</i> , <i>empanadas</i> , <i>immigrants</i>), food-related vocabulary reinforced by photographs
THEME AND KNOWLEDGE DEMANDS	a basic understanding of foods from different cultures and how food helps people express their own cultures and connect with other cultures

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children share what they like to eat for lunch. Discuss as a group any ways in which children's lunches might connect to their cultures.	Reread the book with children and help them name each student described, his or her country of origin, and the type of food he or she enjoys that is representative of his or her culture. In a whole group discussion, repeat the process for each child in your class. Reread the last spread in the book and work with children to state the main idea of the text in their own words.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Clothes in Many Cultures***.

QUANTITATIVE MEASURES

LEXILE	520L
AVERAGE SENTENCE LENGTH	8.80
WORD FREQUENCY	3.17
WORD COUNT	88

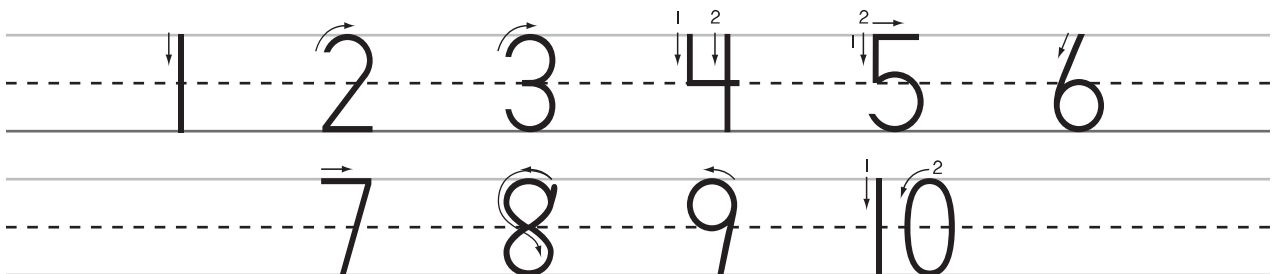
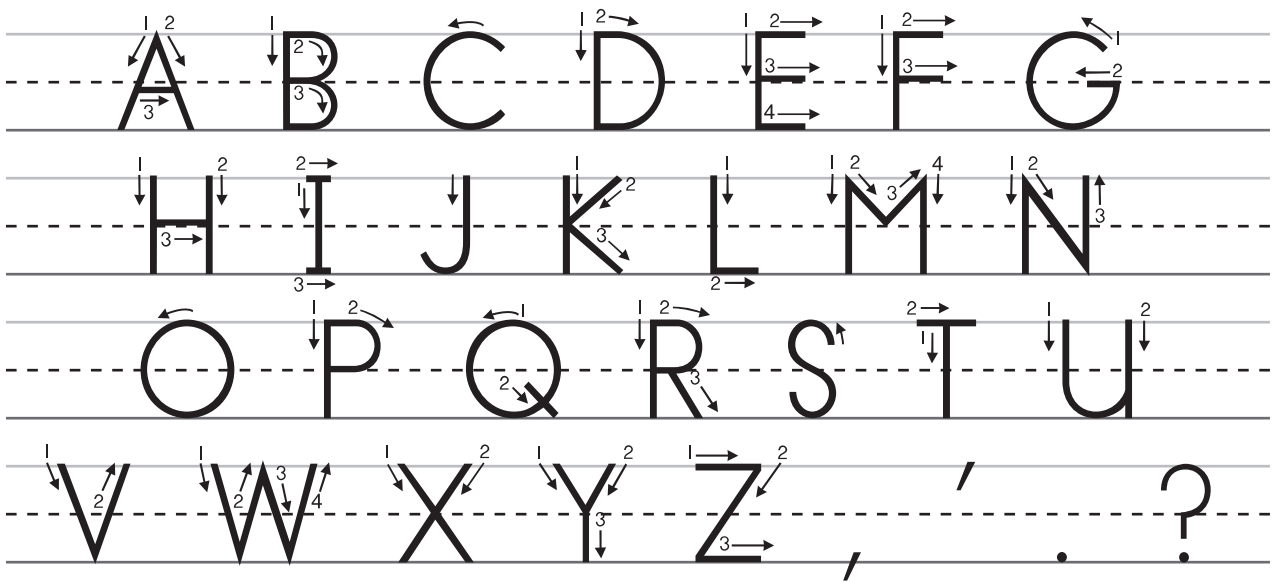
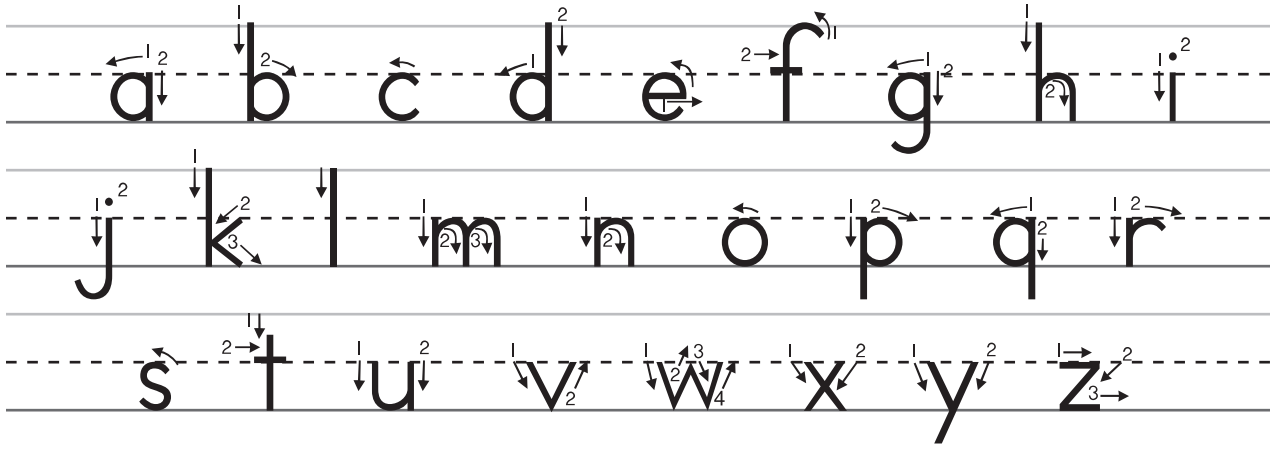
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept (how people all over the world wear different clothes for work or play)
STRUCTURE	repeated textual pattern, frequent maps that name and identify the location of specific countries referenced in the text
LANGUAGE CONVENTIONALITY AND CLARITY	simple sentences, clothing-related vocabulary reinforced by photographs (e.g., <i>parkas</i> , <i>sarongs</i>)
THEME AND KNOWLEDGE DEMANDS	a basic understanding that people wear different clothes depending on where they are from and what they are doing

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children describe what they wear to school. They have them describe what they wear to play sports, to participate in special events, and so on. Ask children to describe any special clothes that connect to their culture.	Reread the book with children and help them name each group of people mentioned, the type of clothing they wear, and the occasion on which they wear it. Then help them use this information to tell what they think the main idea or message of the book is.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

EXPLORE VOCABULARY Based on the topic children determine from previewing the book, activate their prior knowledge of concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about communities, you may want to explore words such as *home*, *store*, or *school*.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model the active-reading process as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON CONCEPTS OF PRINT Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do? (write the words) What does the illustrator do? (draw the pictures)* Remind children that you will read from top to bottom and from left to right.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

FOCUS ON INFORMATIONAL TEXT Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- find the main topic and retell key details
- describe connections between pieces of information

How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- identify front/back cover, title, and text features
- describe how author and illustrator present ideas/information

What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- identify reasons an author gives to support points

Leveled Text: Informational

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a paragraph or a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what the text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants to inform readers about.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about _____. I'll read on to see if _____ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word-study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and explain how it helps readers understand the text.
- identify a reason the author gives to support a point.

Leveled Text: Informational

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit topic.

Have children focus on the following questions:

- How are the ideas (illustrations, description, etc.) like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This book is like the other texts in this unit because _____.
- The ideas in this text are similar to/different from the ideas in _____ because _____.
- One new thing I learned about the topic from this book is _____.
- The most interesting part of this book is _____ because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

Draw a picture of something important in this book and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of literary text (It tells a story, or narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the leveled reader. Call children's attention to key words in the story. Flip through the pages together and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

EXPLORE VOCABULARY Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON CONCEPTS OF PRINT Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught vocabulary strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

FOCUS ON LITERARY TEXT Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- retell key details
- identify characters, settings, and major events

How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- recognize common types of literary texts (storybooks, poems, etc.)
- name the author and illustrator; define the role of each

What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- compare and contrast characters and events

Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting.
- ask and answer questions about the story.
- retell plot events and key details in the story.
- ask and answer questions about unfamiliar words.
- identify relationships between illustrations and text.
- compare and contrast characters and events.

Leveled Text: Literary

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This story is like the other texts in this unit because _____.
- The message in this story is similar to/different from the message in _____ because _____.
- One new thing I learned about [state unit theme] from this book is _____.
- My favorite part of the book is _____. I like it because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

Draw a picture of something you liked in this book, and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Acknowledgments

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